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**CEBUANO  
GRAMMAR  
NOTES**

# CEBUANO GRAMMAR NOTES

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(Pacific and Asian Linguistics Institute)  
Howard P. McKaughan  
Editor



# CEBUANO GRAMMAR NOTES

by  
Maria Victoria R. Bunye  
and  
Elsa Paula Yap

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# PREFACE

These Cebuano Grammar Notes are written as a reference for users of the text by the same authors, called Cebuano for Beginners. The notes are not comprehensive, but should be of assistance should the student desire to go beyond the classroom discussion.

These notes will need further revision as they are tested for adequacy and usefulness. They have been developed under the auspices of the Pacific and Asian Linguistics Institute, supported by a Peace Corps contract (#PC 25-1507).

The authors are indebted to a number of colleagues and students who have made suggestions. Time has not permitted as comprehensive a view of Cebuano as would have been desirable. However, these notes are submitted with the hope and expectation that they will assist the learner of Cebuano understand the language, making him better able to internalize the system and speak with facility.

Howard P. McKaughan  
Editor



# CONTENTS

<i>Preface</i>	vii
<b>I. Phonology</b>	1
Sound Changes	13
<b>II. Morphology</b>	17
A. Nouns	19
B. Adjectives	22
C. Numerals	27
D. Pronouns	29
E. Particles: Case Markers	42
F. Question Particles	52
G. Negative Particles	55
H. Attitudinal Particles	58
I. Particles: Connectives	68
<b>III. The Cebuano Sentence</b>	71
Non-verbal Sentences	73
A. Equational Sentences	73
B. Existential Sentences	74
C. Locational Sentences	76
D. Descriptive Sentences	79
E. Interrogative Sentences	82
F. Possessive Sentences	84
Summary of Patterns	86
Negations: Preferred Word-Order	88
Questions with <u>ba</u>	91
Verbal Sentences	92
A. General	92
B. Verb Affixes and Classes	92
C. Summary of Verbal Sentences according to Focus	104
1. Actor Focus	104
2. Goal Focus with (- <u>on</u> ) class	107
3. Locative/Benefactive Focus	109
4. Instrumental focus with i-	110
5. Sentence patterns with the afactual (imperative)	110
6. Patterns with the causative aspect	112



# I. PHONOLOGY

Consonants. Cebuano has sixteen consonantal sounds. They are /p, t, k, b, d, g, m, n, ng, s, h, ', l, r/ and the semi vowels /w and y/. The articulatory positions of these consonants are shown below.

<u>Labial</u>	<u>Dental</u>	<u>Velar</u>	<u>Glottal</u>
p	t	k	'
b	d	g	
m	n	ng	
	s		h
	l		
	r		
	y	w	

The phonemes\* /p, t, k/ are voiceless aspirated stops. The production of unaspirated stops in word-initial position is not accompanied by the 'puff of air' that is characteristic of the English /p, t, k/.\*\* In final position these sounds are unreleased. Examples:

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/p/ pa 'yet'	apán 'but'	atóp 'roof'
pan 'bread'	ápa 'native wafer'	sángkap 'equipment'
páka' 'explode'	kápa 'cape'	sákop 'subject'
pitó 'seven'	hípi 'chief'	sukíp 'insert'
póbre 'poor'	grúpo 'group'	dakóp 'catch'

---

\* The term phoneme refers to a set or class of sounds. Take these words as examples: pin, spit, nip. The initial [p] in pin is accompanied by a puff of air when articulated while the [p] in spit is not. There is a slight variation in the articulation of [p] in these words. We can arbitrarily assign the symbol [P<sub>1</sub>] to the initial [p] and [P<sub>2</sub>] to medial and final [p]. [P<sub>1</sub>] and [P<sub>2</sub>] are members of the set /p/, and this set is called a phoneme. The members of the set are called allophones.

\*\* The Cebuano voiceless stops because they are unaspirated in initial position are often heard by English speakers as /b, d, g/.

## CEBUANO GRAMMAR NOTES

/t/	tána 'let's go'	atáy 'liver'	palít 'buy'
	tanán 'all'	tátay 'father'	lumát 'offspring'
	tahóp 'bran'	bátong 'bean'	pútót 'bird'
	túbo 'grow'	súntok 'box'	gúbot 'confuse'
	tuló 'three'		

/k/	kápa 'cape'	saká 'climb'	paták 'fallen fruits'
	káha 'safe'	sángkap 'tool'	látak 'fall'
	kabán 'trunk'	takóp 'cover'	hátak 'fall'
	káma 'bed'	híkap 'touch'	latík 'syrup'
	kahón 'box'	síngko 'five'	halók 'kiss'

The phonemes /b, d, g/ are voiced unaspirated stops. Like /p, t, k/ all three are unreleased in final position. Examples:

/b/	baláy 'house'	bá-bá' 'mouth'	sab 'too'
	báka 'cow'	bákbák 'underlay'	áb-áb 'crunch'
	bána 'husband'	pábo 'turkey'	lángob 'cave'
	bása 'read'	hábal 'blanket'	tunób 'step on'
	bára 'yard'	íban 'deduct'	súl-ob 'wear'

/d/	dalá 'bring'	dákdák 'pound'	pálad 'palm'
	dáto' 'rich'	edad 'age'	támad 'lazy'
	dágom 'needle'	dukduk 'pound'	sámad 'wound'
	dínhi 'here'	púnda 'pillow case'	simúd 'chin'
	dúha 'two'	dúda 'doubt'	púsod 'navel'

/g/	gápas 'cotton'	bagá' 'thick'	payág 'hut'
	ghán 'light'	bága 'live charcoal'	pangág 'miss a tooth'
	gána 'appetite'	gága 'stupid'	tángag 'bite'
	gamút 'root'	gágo 'stupid'	sawog 'floor'
	gíkan 'from'	sugót 'accept'	dungóg 'hear'

The following examples illustrate the contrasts between /p/ and /b/, /t/ and /d/, and /k/ and /g/ in all three positions.

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/p/ /b/	pála 'spade'	paypay 'fan'	láplàp 'chop'
	bála 'bullet'	baybay 'beach'	láblàb 'tear'
	paláy 'unsifted grains'	sápot 'have temper tantrums'	hakóp 'clutch'
	baláy 'house'	sábot 'agree'	hakób 'greedy'

# I. PHONOLOGY

/t/ /d/	takóp 'cover'	lántay 'bench to sleep on'	pánit 'skin'
	dakóp 'catch'	lánday 'sterile Pig'	pánid 'page'
	táro 'tin'	púnta 'end point'	humót 'fragrant'
	dáro 'plow'	púnda 'pillow case'	humód 'wet'
/k/ /g/	kamáy 'beckon'	báka 'cow'	pátak 'fall'
	gamáy 'small'	bága 'charcoal'	pátag 'level'
	kútkut 'gnaw'	bakúl 'lame'	tunók 'thorn'
	gútgut 'chop'	bagúl 'coconut shell'	tunób 'step on'

The phonemes /m, n, ng/ are voiced nasal continuants. All three are unreleased in final position. In initial position, the phoneme /ng/ does not have any English equivalent. Hence, for beginning learners of Cebuano, the difference between /n/ and /ng/ is not often heard. Likewise, the initial /ng/ requires extra attention and practice in recognizing and producing it. In all positions this sound has a pronunciation like the ng of sing. Examples:

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/m/	mápa 'map' matá 'eye' mahál 'expensive' mabáw 'shallow' manók 'chicken'	máma 'mother' támad 'lazy' sáma 'like' húmok 'soft' namók 'mosquito'	áslum 'sour' itúm 'black' tahúm 'beautiful' pahíyum 'smile' sáwom 'dive'
/n/	na 'already' náto 'ours' nía 'here' nokus 'squid' nángka 'jack fruit'	úna 'just' nánay 'mother' tanán 'all' bántay 'watch' hándum 'remember'	takón 'heel' kahón 'box' násyon 'nation' síp-on 'cold' tulón 'swallow'
/ng/	ngáno 'why'  ngálan 'name' ngádto 'over there' ngánggha 'mucous'	dalónggan 'ear'  tíngali 'perhaps' pangílin 'celebration' hingílin 'send away'	tawóng 'eggplant' hálang 'bitter' gawáng 'hole' gáhong 'ravine'

## CEBUANO GRAMMAR NOTES

ngípon ‘tooth’      hinúngdan ‘cause’      nawóng ‘face’

The following examples show the contrast between /n/ and /ng/.

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/n/ /ng/	na ‘already’ nga ‘linker’	lánaw ‘pool’ lángaw ‘fly’	útan ‘vegetable’ útang ‘debt’

The phoneme /l/ is a voiced lateral continuant. It is articulated with the tip, blade and front of the tongue held high in the mouth. Examples:

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/l/	limá ‘fine’ lúha’ ‘tears’ lakáw ‘walk’ lígó’ ‘bathe’	halók ‘kiss’ hilak ‘cry’ saló’ ‘catch’ kálo’ ‘hat’	putol ‘cut’ katól ‘itchy’ hábol ‘blanket’ ságol ‘mix’

The phoneme /r/ is a voiced spirant. It is usually produced with a single tap trill but under some emphatic conditions, it may vary with a multi-tap trill. Examples:

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/r/	ra ‘only’ reló ‘watch’ rádyo ‘radio’ rása ‘race’	arón ‘so that’ karón ‘now’ hára ‘queen’ haráma ‘serenade’	lugar ‘place’ tukár ‘play’ rúmba ‘force open’ administrár ‘administer’

The phonemes /w/ and /y/ are semi-vowels, so called because of their similarities to the vowels /u/ and /i/. The difference between these vowels and their semi-vowel counterparts is the degree of closure, i.e., tighter for the semi-vowels. Examples:

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/w/	walá’ ‘none’ walá ‘left’ waló ‘light’ wáli ‘sermon’ waní ‘drop, slip’	páwa’ ‘bright’ láwa’ ‘spider’ háwa’ ‘leave’ hawód ‘smart’ lawód ‘high seas’	kágaw ‘germs’ lamáw ‘slop’ lángaw ‘fly’ línaw ‘peaceful’ húgaw ‘dirty’

# I. PHONOLOGY

/y/	yáwa' 'devil'	lúya 'weak'	háyhày 'hang'
	yáwe 'key'	ayáw 'don't'	kápoy 'tired'
	yáyong 'help carry'	tíyan 'stomach'	káhoy 'tree'
	yúta' 'land'	kuyáw 'afraid of'	hayahay 'coal'

The phoneme /s/ is a voiceless spirant. Examples:

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/s/	sapá' 'river'	ása 'where'	alós 'time marker'
	sába' 'noisy'	tása 'cup'	páspos 'hurry up'
	sáha' 'shoot'	kasál 'wedding'	tápus 'finish'
	súkol 'retaliate'	gása 'gift'	putós 'wrap'
	sayál 'skirt'	lusá' 'nit'	bakós 'belt'

The phoneme /h/ is a glottal spirant and for all practical purposes identical with the English /h/. Examples:

	<u>Initial</u>	<u>Medial</u>
/h/	háin 'where'	kahón 'box'
	hápon 'afternoon'	báho' 'smell'
	háit 'sharp'	dúgho' 'bedbugs'
	hángtud 'until'	tahí' 'sew'
	hinóg 'ripe'	luhód 'kneel'

The phoneme /'/ is a full glottal stop characterized by momentarily stopping the air passage at the glottis. The initial and medial glottal between vowels is not written by convention. Examples:

	<u>Medial</u>	<u>Final</u>
/'/	maayo 'good'	túla' 'drops'
	daan 'old'	pílo' 'fold'
	tag-o 'tall'	tíyo' 'uncle'
	buak 'broken'	dúgmo' 'stumble'
	buang 'crazy'	hálo' 'mix'

The following examples illustrate the contrast between the presence and absence of glottal stop in words.

with /'/

without /'/

## CEBUANO GRAMMAR NOTES

ámo' 'ours'	ámo 'master'
káha' 'frying pan'	káha 'safe'
báta' 'child'	báta 'gown'
bága' 'lung'	bagá' 'thick'
báho' 'mal-odorous'	báho 'tenor'
salá' 'sin'	sála 'living room'
bángko' 'bench'	bángko 'bank'
walá' 'none'	walá 'left'

Consonant Clusters. Consonant clusters which appear syllable initially are summarized in the chart below.

	/w/	/y/	/r/	/l/	/s/
/p/	x	x	x	x	
/t/	x	x	x		x
/k/	x	x	x	x	
/b/	x	x	x	x	
/d/	x	x	x		
/g/	x		x		
/m/	x	x			
/n/	x	x			
/s/	x	x			
/h/	x				

The following list gives some examples of consonant clusters.

/pw/	pwéde 'okay' pwéra 'go, leave' pwérsa 'force' pwérto 'opening'
/py/	pyáno 'piano' pyésa 'piece (musical)' pyal 'trust'
/pr/	prito 'fry' primo 'cousin'



## I. PHONOLOGY

	primero 'first' prímyo 'prize' prísyo 'price'
/pl/	pláno 'plan' plánsa 'iron' platéro 'goldsmith'
/tw/	twérka 'lock'
/ty/	tyémpo 'weather'
/tr/	trato 'boy/girl friend' trabáho 'work' tratár 'treat'
/ts/	tséke 'check' tsinélas 'slippers' tsa 'tea'
/kw/	kwélyo 'collar' kwárto 'room' kwárta 'money' kwáko 'tobacco pipe'
/ky/	kyúgpos 'cover the head'
/kr/	kríma 'cream'
/kl/	kláro 'clear' klíma 'climate' kláse 'class'
/bw/	bwéno 'well' bwérta 'go back'
/by/	byúda 'widow' byúdo 'widower' byúos 'bud'
/br/	braso 'arm'
/bl/	blusa 'blouse'

# CEBUANO GRAMMAR NOTES

/dw/	dwende 'dwarf'
/dy/	dyutay 'small, little' dyáryo 'tip'
/dr/	dráma 'drama'
/gw/	gwápo 'handsome' gwápa 'pretty'
/gr/	grádo 'grade' grúpo 'group' grípo 'faucet'
/mw/	mwebles 'furniture'
/my/	Myerkoles 'Wednesday'
/nw/	nwebe 'nine'
/ny/	
/sw/	sweldo 'salary' swérte 'luck'
/sy/	syndad 'city'
/hw/	Hwebes 'Thursday' hwésyo 'consciousness'

All /Cy/ (C = consonant) and /Cw/ clusters alternate with /Ciy/ and /Cuw/ respectively. Examples:

/Cy/	~	/Ciy/
syndád	'city'	síyndad
pyáno	'piano'	píyano
tyémpo	'weather'	tíyempo
kyúgpos	'cover the head'	kíyugpos
byúos	'bud'	bíyuos
dyáryo	'tip'	díyaryo
Myérkoles	'Wednesday'	Míyerkoles
/Cw/	~	/Cuw/

# I. PHONOLOGY

dwende	‘dwarf’	dúwende
pwéde	‘okay’	púwede
twérka	‘lock’	túwerka
kwáko	‘tobacco pipe’	kúwako
bwéno	‘well’	búweno

Vowels. The underlying vowel system in Cebuano has three phonemes, /i, a, u/. When Spanish loan words are considered, the phonemes /e, o/ occur as members of the system.

The phoneme /i/ is a high front unround vowel. It often alternates with e, especially in Spanish loans. Examples:

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/i/ íla ‘their’	pilá ‘how much’	góbi ‘root crops’
ikáw ‘you (sg.)’	nínya ‘doll’	maní ‘peanuts’
impyerno ‘hell’	gíkan ‘from’	síli ‘pepper’

The phoneme /u/ is a high back round vowel. It often alternates with o, especially in Spanish loans. Examples:

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/u/ uháw ‘thirsty’	típon ‘save’	pitó ‘seven’
únat ‘stretch’	utanón ‘vegetables’	hílo ‘thread’
úwat ‘scar’	úhong ‘mushroom’	síko ‘elbow’

The phoneme /a/ is a low central unround vowel. Examples:

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/a/ abó ‘stone’	tíndahan ‘store’	láta ‘tip’
ági ‘pass’	simbahán ‘church’	dalága ‘lady’
apán ‘but’	sundálo ‘soldier’	pára ‘stop’

The phoneme /e/ is a mid-front unround vowel. It usually appears in loan words. Examples:

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/e/ Élmer	Néna	létse ‘milk’
Éster	séda ‘silk’	líbre ‘free’

## CEBUANO GRAMMAR NOTES

ékstra ‘extra’

pétsa ‘date’

The phoneme /o/ is a mid-back rounded vowel. It also usually occurs in loan words. Examples:

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/o/	Osper ohales ‘button hole’	Prosper posporo ‘match’	Mario relo ‘watch’ husto ‘sight’

Diphthongs. The diphthongs in Cebuano are the following: /ay, uy, iw, aw/. A diphthong is defined as any vowel followed by either /y/ or /w/ in the same syllable. Examples:

/ay/ háyháy ‘hang’  
baláy ‘house’  
kámay ‘sugar’

/uy/ kahoy ‘tree’  
hoyóhoy ‘breeze’  
tághoy ‘whistle’

/iw/ taliwtiw ‘pointed end’

/aw/ báhaw ‘left-over food’  
púthaw ‘iron’  
bángkaw ‘long arrow made of cast iron’

Syllable Structure. The most common syllable structures in Cebuano are /V/, /CV/, /VC/ and /CVC/. A /CCV/ structure indicates that a consonant cluster occurs before the vowel. The maximum syllable is /CCVC/. Examples:

‘others’ ‘native wafer’ ‘you (sg.)’	$\left\{ \begin{array}{c} \underline{u}b\underline{a}n \\ \underline{a}pa \\ \underline{i}k\underline{a}w \end{array} \right\}$	/V/
‘they’	$\left\{ \begin{array}{c} \underline{a}pa \\ \underline{s}il\underline{a} \end{array} \right\}$	/CV/

# I. PHONOLOGY

'put the arm around on shoulder' 'bile'	$\left\{ \begin{array}{c} \acute{a}kbay \\ \acute{a}pdo \end{array} \right\}$	/VC/
	$\left\{ \begin{array}{c} \acute{a}kbay \\ ikáw \\ ubán \end{array} \right\}$	/CVC/
'collar' 'room' 'piano' 'go'	$\left\{ \begin{array}{c} kwélyo \\ kwártto \\ pyáno \\ pwéra \end{array} \right\}$	/CCV/
'force' 'dwarf'	$\left\{ \begin{array}{c} kwélyo \\ kwártto \\ pwérsa \\ dwénde \end{array} \right\}$	/CCVC/

**Stress.** There are at least two easily recognizable stresses in Cebuano, as shown in the following examples.

pátay	'killing'	patáy	'dead'
táas	'upstairs'	taás	'tall, high'
ámo	'our, ours'	amó	'monkey'
káha'	'frying pan'	kahá'	'probably'
bága'	'lung'	bagá'	'thick'
dáyun	'soon'	dayún	'come in'
hápon	'afternoon'	Hapón	'Japanese'
síya	'chair'	siyá	'he, she'

A third type of stress (medial stress) is not easily demonstratable by way of minimal contrasts, however, it generally occurs two syllables prior to the primary stress. Examples:

magdàdaró	'farmer'
mag-ùumá	'farmer'
mamà nagát	'fisherman'
magsùsulát	'writer'
maghùhugós	'(dish) washer'
mànanámbal	'doctor of medicine'
mànlalában	'lawyer'
mànanákop	'policeman'



# SOUND CHANGES

There are some regular sound changes which occur in Cebuano. These changes do not affect the meaning of the words.

## 1. Alternation

/l/ becomes /w/ between /u/ and /a/, and between /a/ and /u/ or /o/. Examples:

ilalum	'under'	>	ilawum
bulak	'flour'	>	buwak
pula	'red'	>	puwa
búlan	'moon, month'	>	búwan
búlong	'cockfight'	>	búwang
agálon	'master, mistress'	>	agawon

/d/ becomes /r/ in some places:

súlbad	'solve'	+ /-on/ >	sulbáron	'solve something'
súkad	'take out food from the cooling container'	+ /-an/ >	sukáran	'take out food from the cooling container for somebody/on a plate'
língkod	'sit down'	+ /-an/ >	lingkóran	'sit down on something/ somebody'

/d/ may also become /l/ as in sugid 'tell' + /-on/ > sugilon 'story'

## 2. Loss of consonant

/l/ is lost between two vowels of the same kind. This loss is accompanied by a lengthening of the vowel sound. Examples:

wala	'no, not, none'	>	wa
dili	'no, not'	>	di
álad	'pigpen'	>	ad
dálon	'street'	>	dan
pálad	'palm'	>	pad

## CEBUANO GRAMMAR NOTES

tuló	‘three’	>	to
púlot	‘pick up’	>	pot

### 3. Contractions

Contractions with /-y/

sab	+	y	>	say
lang	+	y	>	lay
mao	+	y	>	may

Other contractions:

gud	+	nga	>	gung
sad	+	nga	>	sang
gyud	+	ug	>	gyug

### 4. Assimilation with the ligature /nga/

/nga/ is used after words ending in a consonant, except /n/. Examples:

nindot <u>nga</u> sine	‘nice movie’
aslum <u>nga</u> mangga	‘sour mangoes’

/-ng/ is used after words ending in a vowel, or combines with final /n/. Examples:

gwap <u>ang</u> babaye	‘pretty woman’
dak <u>ong</u> tawo	‘big shot’
sil <u>ing</u> ganay	‘small pepper’
dahon nga laya → dah <u>ong</u> laya	‘withered leaves’
kaban nga lako → kab <u>ang</u> dako	‘huge trunk’

5. There are certain changes that occur when an affix is added to a base.

#### (a) Addition of /h/

After bases ending with a vowel:

basa ‘read’	+ /-an/ >	basahan ‘read to someone’
gwápo ‘handsome’	+ /-on/ >	gwapóhon ‘make somebody handsome’
létra ‘letter’	+ /-an/ >	letráhan ‘mark with letters, print’



## SOUND CHANGES

With loss of final vowel of the base:

wala 'left'	+ /-on/ >	walhon 'left handed'
dala 'carry'	+ /-an/ >	dalhan or dad-an 'carry to someone'
laba 'laundry'	+ /-i/ >	labhi 'laundry something (imp)'

(b) /o/ or /a/ may be dropped under certain circumstances

putol 'cut'	+ /-on/ >	putlon 'cut something'
buak 'break'	+ /-an/ >	buk-an 'break into something'
higót 'tie'	+ /-an/ >	hígtan 'tie somebody/something'
lakaw 'walk'	+ /-on/ >	lakwon 'walk a distance'

### 6. Metathesis

Transposition of two adjacent consonants accompanied by vowel loss.

inom 'drink'	+ /-on/ >	imnon 'drink something'
tanom 'plant'	+ /-an/ >	tamnan 'plant somewhere'
dakóp 'catch'	+ /-on/ >	dákpon 'catch somebody/something'
sulod 'inside'	+ /-on/ >	sudlon 'go inside something'
luhod 'knee'	+ /-an/ >	ludhan 'kneel some place'

### 7. Assimilation

Prefixes ending with N as in [maN-], [naN-], or [paN] are subject to assimilation under the following conditions:

(1) The nasal assimilates to the point of articulation of the first sound of the base:

N before P, b	>	m
N before t, d, s	>	n
N before k, ng	>	ng

(2) The first consonant of the base is then lost. Examples

paN	+ putol	>	pamutol 'cut'
paN	+ bahin	>	pamahin 'divide'
paN	+ tabang	>	panabang 'help'
paN	+ dagan	>	panagan 'run'
paN	+ surat	>	panulat 'write'
paN	+ kuha	>	panguha 'get, obtain'
paN	+ ngalan	>	pangalan 'name'

## CEBUANO GRAMMAR NOTES

When the first sound of the base is a vowel, N > ng.

paN + inum > panginum 'drink'

When the first sound of the base is /l/ or /r/, N > n or ng plus /l/ or /r/:

paN + luto > panluto or pangluto 'cooking'

paN + reklamo > panreklamo or pangreklamo 'complain'

Other consonants (h, w, y) take /ng/. Examples:

paN + hisgut > panghisgut 'mention'

paN + wali > pangwali 'give a sermon'

paN + yawe > pangyawe 'lock'

## II. MORPHOLOGY

In general, the term morphology applies to the formation of words.

A word may either be a base or an affixed form. A base occurs independent of affixes while an affixed form contains a combination of a base and one or more affixes.

Affixation occurs with nouns, adjectives and verbs. In this section, a limited number of noun and adjective constructions are illustrated. The verbal constructions appear in the section on Syntax.

The bases given here are nouns, adjectives and particles.

Symbols used:

1. A hyphen after an affix indicates that the affix occurs as a prefix: an-.

2. A hyphen before and after an affix indicates that the latter occurs as an infix: -an-.

3. A hyphen before an affix indicates that the affix is a suffix: -an.

4. [X...Y] illustrates a split affix: ka...an.

5. The symbol R<sub>2</sub> means full reduplication of the base: gamay-gamay, adlaw-adlaw.

6. The symbol r<sub>2</sub> indicates partial reduplication of the base: magdadaro, maguuma.



# A. NOUNS

The following affixes occur with nouns. We list the affixes, give meanings and then examples.

## 1. /-an/ ~ /-anan/ or /-han/

May designate the place where an action occurs: inuman 'place to drink', sayawan 'place to dance', kananan 'place to eat', lingkoranan 'place to sit'.

May mean the container of an object which is designated by the base: asukar > asukaran 'sugar container', tubig > tubigan 'water container'.

May name instruments used for measurement: timbang > timbangan 'scales', kilo > kilohan 'kilo (scale)', metro > metrohan 'meter', yarda > yardahan 'yard'.

May indicate the person addicted to the action of the base: tabi' > tabian 'gossips, talkative', tapul > tapulan 'lazy'.

Designates the thing or object used in performing the action: duláan > dulaanan 'toy/thing to play with', sulatán > sulatánan 'paper or thing to write on/with'.

## 2. /ka...an/

Indicates plurality or collection of things/objects: balay > kabalayan 'hamlet', tawo > katawhan 'people', lasang > kalasangan 'collection of tools/instruments'.

Denotes generic relationships: igsoon > kaigsoonan 'brother and sister', higala > kahigalaan 'friends', panung > kapunungan 'community (of people)'.

Denotes companionship: uban > kaubanan 'companionship'.

Denotes similarity: pariho > kaparihoan 'same'.

Designates collectivity of units: duha > kaluhaan 'twins', tulo > katuluhan 'triplets', upat > kaupatan 'quadruplets'.

Designates groups of 10 as units: duha > kawhaan 'twenty', tulo > katluan 'thirty', upat > kap-atan 'forty', lima > kalim-an 'fifty'.

## CEBUANO GRAMMAR NOTES

Indicates abstract-like nouns: dato > kadatohan 'richness, wealth', gwapa > kagwapahan 'beauty', pobre > kapobrehan 'poverty', gahan > kagamhanan 'government, authority'.

### 3. /-in-/

Co-occurs with language names: Bisayan > Binisaya 'Visayan language', Cebuano > Cinibuhano 'Cebuano language', Inglis > Ininglis 'English language', Ilokano > Inilokano 'Ilokano language', Tagalog > Tinagalog 'Tagalog language'.

### 4. /ika-/

Indicates a substitute instrument, to be used in the performance of the action denoted by the base. This prefix also implies that the instrument is not usually used for that purpose. tulog > ikatulog 'something to be used as a night gown', langoy > ikalangoy 'something to be used as a bathing suit', limpyo > ikalimpyo 'something to be used for cleaning'.

Used with numbers: ikalima 'the fifth', ikaprimero 'the first', ikadose 'the twelfth'.

### 5. /mag-/

Denotes kinship relationship both by sanguinity and/or affinity.

<u>Singular</u>	<u>Plural</u>
mag-igsoon 'sibling relationship'	managigsoon
mag-asawa 'husband and wife'	managasawa
magkumadre 'father ↔ godfather relationship'	managkumadre
magkumpadre 'mother ↔ godmother relationship'	managkumpadre
mag-agaw 'cousins'	mamag-agaw

### 6. /mag-/ ~ /maN/ plus r2:

May denote occupation: daro > magdadaro 'farmer', dagat > mananagat 'fisherman', sulat > manunulat 'writer', bakod > magbabalaod 'lawyer'.

### 7. /-on/

Used to indicate materials from which certain things are made: pantalon > pantalonon 'trouser materials', sinina > sininaon 'dress material', sapatos > sapatoson 'shoe material', luto > lutoonon 'cooking ingredients'.

## A. NOUNS

Characterizes people who have certain diseases or ailments: tibi (T.B.) > tibihon 'tubercular person', sanla > sanlahon 'leper', kaspá > kaspahon 'a person who has dandruff'.

Co-occurs with color names to indicate that the color designated is dominant: puti > pution 'whitish', itum > itumon 'blackish', berde > berdehon 'greenish'.

### 8. /-onon/

Indicates the direct object of the action in nonfocus forms: kaon > kanonon 'that which is to be eaten', ilimon > olimnonon 'beverage', palit > palitonon 'merchandise', buhat > buhatonon 'things to be done'.

### 9. /pani-/

Has a limited occurrence and signifies a meaning derived from the base: udto 'noon' > paniudto 'lunch', hapon 'afternoon' > panihapon 'supper'.

### 10. /tag-/

Designates prices: tagdos pesos 'two pesos', tagtres pesos 'three pesos', tagkwatro pesos 'four pesos'.

May indicate a distributional idea with numbers: tagurha 'two a piece', tagutlo 'three a piece', tagup-at 'four a piece', tagilma 'five a piece', tagun-om 'six a piece', tagpito 'seven a piece'.

### 11. /taga-/

Indicates a person's place of origin or domicile: tagaTexas 'from Texas', tagaHawaii 'from Hawaii', tagaManila 'from Manila', tagaCebu 'from Cebu'.

### 12. /tag-...(s)on/

Indicates the value of a monetary denomination: peso > tagmamison 'a peso each', duha > tagduson 'two pesos each', tulo > tagtuloon 'three pesos each', kwatro > tagkwatroson 'four pesos each'.

### 13. /ting-/

Designates the period of time expressed by the base: ting-init 'hot season', tingluto 'period to cook or of cooking', tingdaro 'season for farming or planting'.

## B. ADJECTIVES

Adjectives or descriptive words may occur as unaffixed forms (base) or as affixed forms. Some of the adjective bases are illustrated in the following examples.

### 1. Color

puti 'white'	itum 'black'
asul 'blue'	berde 'green'
dalag 'yellow'	amarílyo 'yellow'
putá 'red'	rósa 'pink'
tafúnón 'brown'	

### 2. Physical conditions

bungol 'deaf'	apa 'dumb'
bakol 'lame'	bungí 'harelip'
lutá 'blind'	libát 'cross-eyed'

### 3. Size

gamay 'small'	dako 'big'
taas 'long, tall'	mubo 'short'
kitíd 'narrow'	lapád 'wide'

### 4. Psychological/mental state

buang 'crazy'	hawod 'intelligent'
tonto 'stupid'	lalá 'dull'
bugo 'dumb'	gágá (female) 'stupid, scatterbrain, silly'
gágó (male) 'stupid, scatterbrain, silly'	

### 5. Moral or ethical qualities

ngilngig 'great'
buótan 'good, nice, etc.' (positive traits)
garbóso 'proud (male)'
garbósa 'proud (female)'
bangís 'cruel, fierce, unjust'
talawan 'coward'



## B. ADJECTIVES

### 6. Form or shape

tingin 'round'	kwadrado 'square'
tupong 'even'	trayanggulo 'triangle'
rektanggulo 'rectangle'	tarong 'straight'

Reduplication of bases to indicate intensification expressed as 'just a little bit...'

gamay-gamay 'smaller'	puti-puti 'whiter'
dako-dako 'bigger'	itum-itum 'blackier'
gwapa-gwapa 'handsomer'	berde-berde 'greener'
taas-taas 'taller'	daot-daot 'thinner'
tambok-tambok 'fatter'	

/R<sub>2</sub> of base + -on/ 'somewhat...'

gamay-gamayon 'somewhat small'
dako-dakoon 'somewhat big'
gwapa-gwapahon 'somewhat handsome'
taas-taason 'somewhat tall'
tambok-tambokon 'somewhat fat'
puti-pution 'somewhat white'
itum-itumon 'somewhat black'
berde-berdehon 'somewhat green'
daot-daoton 'somewhat thin'

Affixes which occur in adjectives are illustrated in the following examples:

#### 1. /ma-/

To express color (application is limited to native words): maputi 'white', madalag 'yellow', maitum 'black'.

Indicating mental or moral attributes: maisog 'brave', maulaw 'shy', mabangis 'fierce, cruel, unjust', maayo 'well, good, fine', makusog 'fast, swift', maanyag 'pretty, beautiful'.

#### 2. /pariho or parihas/ used in comparisons:

##### (a) Equality:

pareho kahawod	'as intelligent as'
pareho kahinoon	'as studious as'
pareho kataas	'as tall as'
pareho kalala	'as dull as'

## CEBUANO GRAMMAR NOTES

pareho kaputi	'as white as'
pareho kaitum	'as black as'

(b) Hawod si Pedro {parihas/sama} ni Juan.	'...intelligent like...'
Hinoon...parihas/sama	'studious like'
Taas...parihas/sama	'tall like'
Mubo...parihas/sama	'short like'

### 3. /magkapariho/ implies plurality:

Magkapariho ang ilang sinina.	'Their dresses are the same.'
Magkapariho ang ilang kahawod.	'Their intelligence is the same.' (equal)
Magkapariho ang ilang {kaanyag./kagwapa}	'Their beauty is the same.' (equal)

### 4. /sama/ ~ /mao ra ug... = murag/ ~ /ingon/:

Expression of equality, similarity, etc.

Gwapa si Vicky sama/ingon ni Gloria.  
 'Vicky is as good looking as Gloria.'  
 Hawod si Marcia sama/ingon ni Feling.  
 'Marcia is as intelligent as Feling.'  
 Dako ang kusina sama/ingon sa kwarto.  
 'The kitchen is big like the room.'  
 Lapad ang kwarto sama/ingon sa sala.  
 'The room is as wide as the living room.'  
 Gwapa si Vicky murag si Gloria.  
 Hawod si Marcia murag si Feling.  
 Dako ang kusina murag ang kwarto.

### 5. /ka-/

(a) Expressing intensification, also in exclamations: kadako 'very big', kagamay 'very small', kabaga 'very thick', kalayo 'very far', lalapad 'very wide', kabug-at 'very heavy'.

(b) Co-occurring with the modifier /kaayo/: kadako kaayo 'very big', kagamay kaayo 'very small', kagaom kaayo 'very light', kadnol kaayo 'very near', kaputi kaayo 'very white'.

### 6. /pagka-/

Used in exclamations, equal to /ka-/:

## B. ADJECTIVES

Pagkagamay sa iro!	'How small ____ is!'
Pagkataas ni Pedro!	'How tall Pedro is!'
Pagkadato ni Ana!	'How rich Ana is!'
Pagkahawod ni Pedro!	'How intelligent Pedro is!'
Pagpula sa kurtina!	'How red the curtain is!'

### 7. /-g-/ in limited occurrences:

Expresses plurality: gamay > gagmay 'small', taas > tag-as 'tall', dako > dagko 'big', mubo > mugbo 'short', layo > lagyo 'far'.

### 8. /pala-/

Signals frequentative or habitual actions, i.e. 'fond of doing [X]': palatanum 'fond of planting', palainom 'fond of drinking; drunkard', palakaon 'fond of eating', palahilak 'fond of crying', palasimba 'fond of going to church'.

### 9. /-on/

Indicates that the item or individual described has the characteristic designated by the base: dag-om > dag-omon 'cloudy', daot > daoton 'sickly', hangin > hanginon 'windy', tubig > tubigon 'watery', bugas > bugason 'pimpily', dato > datoon 'likely to get rich', pobre > pobrehon 'likely to be poor'.

### 10. /...mas.../ degrees of comparison:

Mas dako si Pedro kay kang Juan.	'Pedro is bigger than Juan.'
Mas gamay ang babaye kay sa lalake.	'The girl is smaller than the boy.'
Mas hawod ang maestra kay sa estudyante.	'The teacher (female) is more intelligent than the student.'
Mas puti ang inahan kay sa anak nga babaye.	'The mother is fairer than the daughter.'
Mas itum ang anahan kay sa anak nga lalake.	'The father is darker than the son.'
Mas asul ang kapis kay sa papel.	'The pencil is bluer than the paper.'

### 11. /labing/ = /kina...an/ expresses the superlative degree:

Labing dako sa Pedro.	'Pedro is the biggest.'
Labing gamay si Ana kay kang Petra ug Josefa.	'Ana is the smallest, compared to Petra and Josefa.'

## CEBUANO GRAMMAR NOTES

Labing daot si Jose.

‘Jose is the thinnest.’

Labing daot si Jose kay kang

‘Jose is the thinnest, compared to

Joven ng Turging.

Joven and Turging.’

Labing pobre si Bitay.

‘Bitay is the poorest.’

Labing pobre si Bitay kay

‘Bitay is the poorest, compared

kang Marcos ng Bilay.

to Marcos and Bilay.’

## C. NUMERALS

### 1. Limiting numerals:

Cardinal numbers:	isa	'one'
	duha	'two'
	tulo	'three'
	upat	'four'
	lima	'five'

### 2. /ika-/ in ordinal numbers:

ikaprimero	'first'
ikaduha	'second'
ikatulo	'third'
ikaupat	'fourth'
ikalima	'fifth'

### 3. /ka-/ to express recurrence of an action:

kausa	'once'
kaduha	'twice'
katulo	'three times'
kaupat	'four times'
kalima	'five times'

### 4. /maka-/ restrictive:

makausa	'once'
makaduha	'twice'
makatulo	'three times'
makaupat	'four times'
makalima	'five times'

### 5. /tag-/ ~ /tag...on/ distributive:

#### Singular

tagsa	'one apiece'
tagduha	'two apiece'
tagtulo	'three apiece'
tagup-at	'four apiece'
tagilma	'five apiece'

#### Plural

tagsa-tagsaon
tagduha-duhaon
tagtulo-tuloon
tag-upatupaton
taglima-limaon

## CEBUANO GRAMMAR NOTES

6. /tuta-/ + /-g-/ = /tutag/ distributive-collectives:
- |             |                  |
|-------------|------------------|
| tagsa-tagsa | 'one by one'     |
| tutagurha   | 'two by two'     |
| tutagutlo   | 'three by three' |
| tutag-upat  | 'four by four'   |
| tutagilma   | 'five by five'   |
| tutagun-om  | 'six by six'     |
| tutagpito   | 'seven by seven' |

## D. PRONOUNS

Personal pronouns. The personal pronouns are inflected for case (topic, agentive and oblique); for number (singular and plural), and for person (1st, 2nd, and 3rd). There are four sets of personal pronouns, namely:

1st set	/akó/
2nd set	/áko/
3rd set	/nako/
4th set	/kanako/

All pronouns function as substitutes for noun phrases, i.e. the combination of a case marker and a noun.

### 1st Set of Pronouns /AKÓ/ class

Person	Singular	Plural
1st	ako 'I, me'	kani 'we, us' (excl.) kita 'we, us' (incl.)
2nd	ikaw/ka 'you'	kamo 'you'
3rd	siya 'he, him' 'she, her'	silá 'they, them'

The /akó/ pronouns are substitutes for phrases marked by either si or ang. As such they perform the following functions when these functions are made the topic of the sentence: actor, object or goal, recipient or beneficiary of a certain action, and as an accessory or secondary performer of an action. Examples:

#### Actor:

Mukaon {si Pedro./ang bata.}	'{Pedro/The child} will eat.'
Mukaon siya.	'He will eat.'
Muhatag {si Ana/ang binatonan} ng kwarta.	'{Ana/The house helper} will give money.'
Muhatag siya ng kwarta.	'She'll give money.'
Mupangga {si Bebing/ang ilang tiya} nila.	'{Bebing/Their aunt} will love them!'
Mupangga siya nila.	'She'll love them!'

## CEBUANO GRAMMAR NOTES

Magbaligya {si Narciso/ang mag-uuma} ng bugas humay.	'{Narciso/The farmer} will sell rice!'
Magbaligya siya ng bugas humay.	'He'll sell rice!'
Ihatag nako {si Ana/ang binatonan} sa Amerikano.	'I'll give {Ana/the house helper} to the American.'
Ihatag nako siya sa Amerikano.	'I'll give her to the American.'
Panggaon nila {si Bebing./ang ilang tiya.}	'They'll love {Bebing./their aunt.}'
Panggaon nila siya.	'They'll love her.'
Ibaligya namo {si Narciso./ang mag-uuma.}	'We'll sell {Narciso./the farmer.}'
Ibaligya namo siya.	'We'll sell him.'

### Recipient or Beneficiary:

Basahan {si Pedro/ang bata} ni Ana ug istorya.	'Ana will read a story to {Pedro./the child.}'
Basahan siya ni Ana ug istorya.	'Ana will read a story to him.'
Hatagan sa Amerikano {si Ana/ang binatonan} ng kwarta.	'The American will give {Ana/the house helper} money.'
Hatagan siya sa Amerikano ng kwarta.	'The American will give her money.'
Baligyaan namo {si Narciso/ang mag-uuma} ng kamay.	'We'll sell sugar to {Narciso./the farmer.}'
Baligyaan {namo siya/siya namo} ng kamay.	'We'll sell {him sugar./sugar to him.}'

### Accessory or Secondary Performer of an Action:

Ikuyog mo {si Pedro/ang bata} sa eskwilahan.	'You accompany {Pedro/the child} to the school.'
Ikuyog mo siya sa eskwilahan.	'You accompany him to school.'
Iuban nila {si Ana/ang binatonan} sa Manila.	'They'll take {Ana/the house helper} to Manila.'
Iuban nila siya sa Manila.	'They'll take her to Manila.'



## D. PRONOUNS

Special use of plural forms:

Muuban kami si Vicky.	'Vicky and I are going (with...).'
Muuban kami ni Vicky.	'We are going with Vicky.'
Mukuyog kita si Vicky.	'Vicky and the group of us are going (with...).'
Mukuyog kita ni Vicky.	'We are going with Vicky.'
Mukanta kamo si Vicky.	'Vicky and you will sing.'
Mukanta kamo ni Vicky.	'You will sing for Vicky.'
Musuwat sila si Vicky.	'Vicky and they will write.'
Musuwat sila ni Vicky.	'They're going to write Vicky.'

### 2nd Set of Pronouns [ÁKO] class

Person	Singular	Plural
1st	ako 'my/mine'	amo 'our/ours' (excl.) ato 'our/ours' (incl.)
2nd	imo 'your/yours'	inyo 'your/yours'
3rd	iya 'his/her/hers'	ila 'their/theirs'

The pronouns of the second set [áko] designate the possessor. They also substitute for ni and sa phrases when these function as actors in a non-actor focus construction. Further they function together with the marker sa to identify the recipient or beneficiary of an action. Examples follow.

<u>Possessor:</u>	Iya ang balay.	'The house is his.'
	Ako ang libro.	'The book is mine.'
	Ila ang sinehan.	'The moviehouse is theirs.'

When the pronoun immediately precedes the thing possessed, the ligature [-ng] is added to the pronoun. Examples:

Muadto ako sa iyang balay.	'I'll go to his house.'
Mangaon kita sa inyong kusina.	'Let's eat in your kitchen.'
Manginon sila sa atong tubig.	'They'll drink our water.'

## CEBUANO GRAMMAR NOTES

When the plural forms co-occur with sa as in:

Muadto ako sa ila.	'I'll go to their house.'
Nibisilá siya sa amo.	'He visited (at) our house.'

they indicate 'at the home/house of...'. Notice that the ligature is dropped. Examples:

Magmadyong sila sa inyo.	'They'll play mahjong at your house.'
Magsugal kamo sa ato.	'You'll gamble at our house.'

Actor: As a rule, these pronouns precede the verb. The ligature /-ng-/ is attached to the pronoun. Examples:

Paliton {ni Maria/sa bata} ang kendi.	'{Maria/The child} will buy the candy.'
Iyang paliton ang kendi.	'She will buy the candy.'
Kaonon {ni Jose/sa barbero} ang mansanas.	'{Jose's/The barber's} going to eat the apple.'
Iyang kaonon ang mansanas.	'He'll eat the apple.'
Kubaon {nila ni Ana/sa nga eskwela} ang libro.	'{Ana and company/The students} are going to get the book.'
Ilang kubaon ang libro.	'They'll get the book.'
Kantahon {ninyo/ninyo ni Ben} ang 'September Song'.	'{You're/Ben and company are} going to sing the 'September Song.'
Inyong kantahon ang 'September Song'.	'You'll sing the 'September Song.'

Recipient or Beneficiary (with sa):

Nagtrabaho si Pedro sa ila.	'Pedro worked for them.'
Naghatag si Terry sa iya ug sapatos.	'Terry gave her a pair of shoes.'
Nagdala si Vida sa ato ng (nga) mangga.	'Vida brought us mangoes.'

3rd Set of Pronouns  
[NÁKO] class

## D. PRONOUNS

Person	Singular	Plural
1st	nako 'I, my'	namo 'we, our' (excl.) nato 'we, our' (incl.)
2nd	nimo 'you, your'	ninyo 'you, your'
3rd	niya 'he, she/his/her'	nila 'they, their'

The third set of pronouns, /nako/, functions in the following manner: it indicates the possessor; it acts as a substitute for ni and sa phrases performing as actors in a non-actor focus construction; and it substitutes for an object or goal. Examples:

Possessor: The pronouns occur after the object possessed.

Niadto si Juan sa balay ni Pedro.	'Juan went to Pedro's house.'
Niadto si Juan sa balay niya.	'Juan went to his house.'
Nisayaw si Fina sa eskwelahan ni Terry ng hula.	'Fina danced the hula at Terry's school.'
Nisayaw si Fina sa eskwelahan niya ng hula.	'Fina danced the hula at her school.'
Nagtanum si Ginny ng kamatis sa gardin ni Mr. ng Mrs. Lu.	'Ginny planted tomatoes in Mr. and Mrs. Lu's garden.'
Nagtanum si Ginny ng kamatis sa gardin nila.	'Ginny planted tomatoes in their garden.'

Actor: As a rule, the pronoun follows the verb.

Paliton {ni Maria/sa bata} ang kendi.	'{Maria/The child} will buy the candy.'
Paliton niya ang kendi.	'She will buy the candy.'
Kaonon {ni Jose/sa barbero} ang mansanas.	'{Jose/The barber} is going to eat the apple.'
Kaonon niya ang mansanas.	'He's going to eat the apple.'
Kuhaon {nila ni Ana/sa nga eskwela} ang libro.	'{Ana and company/The students} are going to get the book.'
Kuhaon nila ang libro.	'They're going to get the book.'

Object or Goal:

Nagsugo ako sa bata sa pagpalit sa sinina.	'I sent the child to buy a dress.'
--	------------------------------------

## CEBUANO GRAMMAR NOTES

Nagsugo ako niya sa pagpalit sa sinina.	'I sent her to buy a dress.'
Nagpalihog sila ni Pedro sa pagpatahi sa pantalon.	'They requested Pedro to have the pants sewed.'
Nagpalihog sila niya sa pagpatahi sa pantalon.	'They requested him to have the pants sewed.'
Nagsulti si Ana sa Amerikano nga dili katuhoan ang pag-adto sa tawo sa bulan.	'Ana told the American that man's trip to the moon is unbelievable.'
Nagsulti si Ana niya nga dili katuhoan ang pag-adto sa tawo sa bulan.	'Ana told him that man's trip to the moon is unbelievable.'

### 4th Set of Pronouns [KANAKO] class

Person	Singular	Plural
1st	kanako 'me'	kanamo 'us' (excl.) kanato 'us' (incl.)
2nd	kanimo 'you'	kaninyo 'you'
3rd	kaniya 'her, him'	kanila 'them'

The pronouns belonging to the 4th set, /kanako/, have this function: they substitute for objects, for recipient or beneficiary of an action and for accessory or secondary performer of an action. As such they replace sa and kang phrases as well as an ug phrase when the latter functions as an object.

#### Object:

Nagtindak siya ug bata.	'He kicked the child.'
Nagtindak siya kaniya.	'He kicked him.'
Nagtawag ako kaug Ana.	'I called Ana.'
Nagtawag ako kaniya.	'I called her.'
Nagtelepono siya ng pulis.	'He called up a policeman.'
Nagtelepono siya kaniya.	'He called him up.'
Papalitan ko sa babaye si Ana ug sinina.	'I'll have the woman buy a dress for Ana.'
Papalitan ko si Ana kaniya ug sinina.	'I'll have her buy a dress for Ana.'

#### Recipient or Beneficiary:

## D. PRONOUNS

Ihatag ko ang libro sa estudyante.	'I'll give the book to the student.'
Ihatag ko ang libro kaniya.	'I'll give the book to him.'
Basahon nila ang estuya sa mga abogado.	'They're going to read the story to the lawyers.'
Basahon nila ang estuy kanila.	'They're going to read the story to them.'
Iestorya namo ang sine kamingo ni Jose.	'We'll tell the story to Jose and company.'
Iestorya namo ang sine kamingo.	'We'll tell you the story.'

Accessory or Secondary Performer of an Action: Almost always the pronouns are preceded by the particle uban 'with'.

Tagbuon ko sila uban sa akong amigo.	'I will meet them with my friend.'
Tagbuon ko sila uban kaniya.	'I will meet them with him.'
Sugaton nato ang rayna uban sa mga mayor.	'We'll welcome the queen with the mayors.'
Sugaton nato ang rayna uban kanila.	'We'll welcome the queen with them.'
Palargahon namo si Miss Universe uban nimo ng ni Jose.	'We're going to see off Miss Universe with you and Jose.'
Palargahon namo si Miss Universe uban kaninyo.	'We're going to see off Miss Universe with you.'

Demonstrative Pronouns. There are six different classes of demonstrative pronouns, namely: /anhi/, /dinhi/, /nia/, /nganhi/, /kini/, and /niini/.

These demonstratives are subdivided into two distinct groups according to their functions, /anhi/, /dinhi/, /nia/, and /nganhi/ are used to indicate location, i.e. as substitutes for sa phrases. At the same time, they also supply time-meanings.

/kini/ and /niini/ are non-locational substitutes. They do not have time-meanings and they are always used as substitutes for substantive phrases

### /anhi/ class

- ari 'here' (near the speaker)
- anhi 'here' (near to both speaker and hearer)
- anha 'there' (near to hearer)

## CEBUANO GRAMMAR NOTES

adto 'over there' (far from both speaker and hearer)

When the /anhi/ class is used, it indicates that the location has not been reached. As such, this class signifies non-factuality. In a sentence construction, it precedes the words or phrases it modifies. It also answers the question asa? 'where?'. Examples follow:

Asa kamo?	'Where are you going?'
Anhi lang.	'Just here.'
Asa ang <u>meeting</u> ?	'Where's the meeting going to be?'
Anhá sa kwarto.	'There in the room.'
Asa si Ana?	'Where's Ana going?'
Adto sa eskwelahan.	'Over there in school.'

### /dinhi/ class

diri 'here' (near the speaker)

dinhi 'here' (near to both speaker and hearer)

dinha 'there' (near to hearer)

didto 'over there' (far from both speaker and hearer)

The /dinhi/ class has two functions: one in which a time meaning is involved, and the other, without a time meaning. When it is used to signify a time meaning, it indicates that the destination has been reached. In a sentence construction, /dinhi/ precedes the words or phrases it modifies. It also answers the question diin? 'where?'. Examples follow.

Diin kamo?	'Where were you?'
{Dinhi/	'Here.'
Dinha/	'There.'
Didto} ra.	'Over there.'
Diin ang <u>meeting</u> ?	'Where was the meeting?'
{Dinhi/	'{Here/
Dinha/	There/
Didto} sa kwarto.	Over there} in the room.'

Without time meaning /dinhi/ co-occurs with the demonstrative /nia/ as the second member of the constituent construction. This particular construction is used for emphasis.

Nia dinhi si Pedro.	'Pedro is (around) here.'
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## D. PRONOUNS

Naa dinha ang meeting.	'The meeting will be there.'
Tua didto ang balay.	'The house is over there.'
Maayo kaayo ang pagkaon dinha.	'Food is very good there.'
Tag-os ang tawo dinhi.	'The men here are tall.'

When /dinhi/ is preceded by the word it modifies, there is no specific time meaning involved.

Daghan kaayong tawo didto.	'There (are, were) many people there.'
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### /nia/ class

- dia 'here' (near the speaker)
- nia 'here' (near to both speaker and hearer)
- naa 'there' (near to hearer)
- tua 'over there' (far from both speaker and hearer)

The /nia/ class indicates that at the time of speaking, the object or person talked about is still at a certain location, and the fact that this location has been reached is implied. /nia/ precedes the words or phrases it modifies. It answers the question hain? 'where?'. The particle ra is often used with the /nia/ class to indicate emphasis. /nia/ is not used with verbal constructions.

Hain ang papel?	'Where's the paper?'
Dia ra.	'It's (just) here.'
Hain ang lapis?	'Where's the pencil?'
Nia ra.	'It's (just) here.'
Hain ang kwarta?	'Where's the money?'
{Naa/Tua} ra.	'Just {there./over there.}'

### /nganhi/ class

- ngari 'here' (near the speaker)
- nganhi 'here' (near to both speaker and hearer)
- nganha 'there' (near to hearer)
- ngadto 'over there' (far from both speaker and hearer)

The use of /nganhi/ indicates a progressive action, that of moving towards a certain location or destination, i.e., it shows motion of going to a place, as in 'go, bring, come'. It follows the words or phrases it modifies.

## CEBUANO GRAMMAR NOTES

When /nganhi/ follows the words it modifies, it has the same function as /dinhi/ used without time meaning.

Dad-on nganhi ang pagkaon.	'The food will be brought here.'
Dad-on {nganha/ngadto} ang pagkaon.	'The food will be brought {there./over there.}'
Lakaw ngari.	'Come here.'
Adto ngadto.	'Go there.'

### /kini/ class

- kiri 'this' (near the speaker)
- kini 'this' (near to both speaker and hearer)
- kana 'that' (near the hearer)
- kadto 'that over there' (far from both speaker and hearer)

The /kini/ class functions as a topic in a sentence.

Libro kini.	'This is a book.'
Lapad kana.	'That is wide.'
Sila kadto.	'That's (over there) them.'

This set is also used as a substitute for /ang/ and /si/ phrases and the first set of personal pronouns [akó], functioning as actor, object or goal, recipient, cause of an action, and as an instrument in the performance of an action if these functions appear as the topic of the verb.

### Actor:

Nipalit si Ana ug libro.	'Ana bought a book.'
Nipalit kining babaye ug libro.	'This woman bought a book.'
Nipalit kini ug libro.	'This one bought a book.'
Naglaba ang labandera ng moskitero.	'The laundry woman washed a mosquito net.'
Naglaba kanang labanderaha ng moskitero.	'That laundry woman washed a mosquito net.'
Naglaba kana ng moskitero.	'That one washed a mosquito net.'

### Object or Goal:



## D. PRONOUNS

Giluto niya ang sud-an.	'He cooked the food.'
Giluto niya kining sud-an.	'He cooked this food.'
Giluto niya kini.	'He cooked this.'
Gisulat nila ang estorya.	'They wrote the story.'
Gisulat nila kadtung estoryaha.	'They wrote that story.'
Gisulat nila kadto.	'They wrote that.'
Gihulam namo ang auto.	'We borrowed the car.'
Gihulam namo kanang awtoha.	'We borrowed that car.'
Gihulam namo kana.	'We borrowed that.'

### Recipient or Beneficiary:

Basahan mo siya ug istorya.	'Read him a story.'
Basahan mo kini ug istorya.	'Read this one a story.'
Lutoan nako ang manambal ng adobo.	'I'll cook adobo for the doctor.'
Lutoan nako kanang manamabala ng adobo.	'I'll cook adobo for that doctor.'
Lutoan nako kana ng adobo.	'I'll cook adobo for that one.'

### Cause of an Action:

Ipaablihon niya ang iyang amigo sa <u>pepsi</u> .	'She'll let her friend open the Pepsi.'
Paablihon niya kining iyang amigo sa <u>pepsi</u> .	'She'll let this friend of hers open the Pepsi.'
Paablihon niya kini sa <u>pepsi</u> .	'She'll let this one open the Pepsi.'
Paadtoon nila ang maestra sa Capiz.	'They'll let the teacher go to Capiz.'
Paadtoon nila kanang maestraha sa Capiz.	'They'll let that teacher go to Capiz.'
Paadtoon nila kana sa Capiz.	'They'll let that one go to Capiz.'

### Instrument in the Performance of an Action:

Iabli mo ang abridor sa <u>Seven-up</u> .	'Open the Seven-up with the opener.'
Iabri mo kining abridor sa <u>Seven-up</u> .	'Open the Seven-up with this opener.'
Iabri mo kini sa <u>Seven-up</u> .	'Open the Seven-up with this.'

## CEBUANO GRAMMAR NOTES

Isilhig mo ang bag-ong silhig sa sala.	'Sweep the living room with the new broom.'
Isilhig mo kadtong silhiga sa sala.	'Sweep the living room with that broom (over there).'
Isilhig mo kadto sa sala.	'Sweep the living room with that (one).'

### /niini/ class

niari 'this' (near the speaker)

niini 'this' (near to both speaker and hearer)

niana 'that' (near the hearer)

niadto 'that over there' (far from both speaker and hearer)

The /niini/ class is used to substitute for phrases marked by sa, ug, ni, kang and the 3rd and 4th set of personal pronouns, /nako/ and /kanako/ respectively. These phrases function as the possessor, object, recipient or beneficiary and instrument in the performance of an action.

### Possessor:

Mubasa ako sa peryodiko sa akong amigo.	'I will read my friend's newspaper.'
Mubasa ako sa peryodiko niini.	'I will read this one's newspaper.'
Maglimpyo sila sa kwarto sa prinsipal.	'They'll clean the principal's room.'
Maglimpyo sila sa kwarto niana.	'They'll clean the room of that one.'

### Actor:

Gisulat ni Pedro ang istorya.	'Pedro wrote the story.'
Gisulat niini ang istorya.	'This one wrote the story.'
Gihulog ni Jesus ang sulat.	'Jesus mailed the letter.'
Gihulog niadto ang sulat.	'That one (over there) mailed the letter.'

### Object or Goal:

## D. PRONOUNS

Mubasa ka ba ng leksyon?	'Will you read the lesson?'
Mubasa ka ba niana?	'Will you read that one?'
Magplansa ba kamo ng mga pantalon?	'Are you going to iron pants?'
Magplansa ba kamo niini?	'Are you going to iron these?'

Recipient or Beneficiary: The auxiliaries alang and para 'for' are commonly used with the pronouns.

Nagbasa siya kaniyo.	'He read to (for) me.'
Nagbasa siya alang niini.	'He read to (for) this one.'
Dad-on ko ang sulat kang Maria.	'I'll bring the letter for Maria.'
Dad-on ko ang sulat alang Maria.	'I'll bring the letter for that one.'

Instrument in the Performance of an Action:

Dili niya ako bambalan sa tambal.	'He will not treat me with the medicine.'
Dili niya ako tambalan niadto.	'He will not treat me with that one.'
Wala nila kami suholi ng kwarta.	'They didn't pay us with money for the labor done.'
Wala nila kami suholi niini.	'They didn't pay us with this (one).'

## E. PARTICLES: CASE MARKERS

Case	Personal Nouns		General Nouns	
	Singular	Plural	Singular	Plural
Topic	si	sila si...	ang/-y	ang/-y mga
Agentive	ni	nila ni...	sa	sa mga
Oblique	kang	kanila ni...	sa, ug	sa mga ug

There are three sets of markers that correspond to the three cases in Cebuano. Case is defined as the relationship between a noun or a pronoun and some other noun or pronoun in the same clause, phrase or sentence; and the relationship between a verb and a noun or pronoun. The cases in Cebuano are:

1. Topic - indicating the subject or focus of a construction.
2. Agentive - indicating the (a) source of the action (actor), and (b) the source of a substantive (possession or location).
3. Oblique - indicating the (a) goal or object, (b) recipient or beneficiary of an action, (c) instrument with which an action is performed, and (d) secondary or accessory performer of an action.

Topic case markers, [si] and [ang]. Topic markers indicate the subject or focus of a construction in a sentence. They occur with the actor, object or goal, recipient or beneficiary, location, instrument with which a certain action is performed, and secondary or accessory performer of an action if these are the topic of the verb.

## E. PARTICLES: CASE MARKERS

### Actor:

#### Personal Nouns

Muadto si Maria sa Manila.  
'Maria will go to Manila.'  
Magtahi si Nida ng sayal.  
'Nida will sew a skirt.'  
Makaadto sila si Terry sa Honolulu.  
'Terry and her companions can go to Honolulu.'

#### General Nouns

Muadto ang babaye sa Manila.  
'The woman will go to Manila.'  
Magtahi ang sastre ng sayal.  
'The dressmaker will sew a skirt.'  
Makaadto ang mga estudyante sa Honolulu.  
'The students can go to Honolulu.'

### Object:

#### Personal Nouns

Gitawag ni Pedro si Ana.  
'Pedro called Ana.'  
Ihatud si Letty.  
'Take Letty home.'  
Higugmaon nato si Jesus.  
'Let's love Jesus.'

#### General Nouns

Gitawag ni Pedro ang maestra.  
'Pedro called the teacher.'  
Gipalit ni Ana ang libro.  
'Ana bought the book.'  
Ihatud ang doktora.  
'Take the (female) doctor home.'  
Higugmaon nato ang Diyos.  
'Let's love God.'

### Recipient or Beneficiary:

#### Personal Nouns

Basahan si Ana ug istorya ni Josefa.  
'Josefa will read a story to Ana.'  
Hatagan nato sila si Rosita ng ng sud-an.  
'Let's give viand (to) for Rosita and (her) friends.'  
Tahian nimo ng blusa si Cindy.

#### General Nouns

Basahan ang bata ug istorya ni Josefa.  
'Josefa will read a story to the child.'  
Hatagan nato ang mga maestra ng sud-an.  
'Let's give viand (to) for the teachers.'  
Tahian nimo ng blusa ang anak ni Fina.

## CEBUANO GRAMMAR NOTES

'You'll sew a blouse for Cindy.'

'You'll sew a blouse for  
Fina's child.'

### Location:

#### General Nouns

Gibutangan niya ang lamisa ug bugas.

'He put the rice on the table.'

Sulatan nila ang pisara ng leksyon.

'They'll write the lessons on the board.'

Sakyan nila ang auto.

'They'll ride in the car.'

### Instrument:

#### General Nouns

Ipikas mo ang kutsilyo sa mangga.

'Slice the mango with the knife.'

Iputal ang sundang sa akasya.

'Cut the rain tree with the bolo.'

Iabre ang abrilata sa sardinas.

'Open the canned sardine with the can opener.'

### Secondary or Accessory Performer of an Action:

#### Personal Nouns

Ikuyog mo si Fely sa  
tindahan.

'You accompany Fely  
to the store.'

Iuban mo si Lita sa  
Davao.

'Take Lita with you to  
Davao.'

#### General Nouns

Ikuyog mo ang babaye sa tindahan.

'You accompany the woman to the  
store.'

Isimba mo ang imong bana sa Santo  
Rosario.

'Take your husband to church with you  
at Santo Rosario.'

The Topic/Oblique Case Marker /-y/

## E. PARTICLES: CASE MARKERS

As a topic case marker /-y/ substitutes for /ang/ when it co-occurs with the /nia/ class, unsa, pila, and kinsa.

Unsay imang ngalan?

'What's your name?'

Pilay iyang edad?

'How old are you?'

Kinsay ni ang amaban?

'Who is your father?'

Niay bisita.

'There's a visitor.'

Unsay gibuhath nimo?

'What are you doing?'

Pilay gibayad nimo?

'How much did you pay?'

Kinsay ni anhi?

'Who came?'

As an oblique marker, it co-occurs with aduna and wala, and substitutes for the marker /ug/.

Adunay pare.

'There's a priest.'

Adunay daghang bulak.

'There' re lots of flowers.'

Adunay klase ugma.

'There's a class tomorrow.'

Walay pare.

'There's no priest.'

Walay daghang bulak.

'There aren't many flowers.'

Walay klase ugma.

'There's no class tomorrow.'

### Agentive Case Markers: /ni/ and /sa/

These markers indicate the source of an action (actor), possession and location.

#### Actor:

##### Personal Nouns

Gitawag ni Maria ang bata.

'Maria called the child.'

Gikaon ni Anoy ang ubas.

'Anoy ate the grapes.'

Giplansa ni Aga ang habol.

'Aga ironed the blanket.'

##### General Nouns

Gitawag sa nanay ang bata.

'The mother called the child.'

Gikaon sa amahan ang ubas.

'The father ate the grapes.'

Giplansa sa labandera ang Labol.

'The laundrywoman ironed the blanket.'

#### Possessor:

##### Personal Nouns

##### General Nouns

## CEBUANO GRAMMAR NOTES

Dako ang balay ni Maria.  
'Maria's house is big.'

Taas ang eskwelahan ni  
Miami.

'Miami's school is tall.'

Kini ang amahan ni Jim.  
'This is Jim's father.'

Dako ang balay sa babaye.  
'The woman's house is big.'

Taas ang eskwelahan sa  
kalehyala.

'The school of the college girl is  
tall.'

Kini ang amahan sa gobernador.  
'This is the governor's father.'

### Location:

#### General Nouns

Tua sa Cebu ang akong ginikanan.

'My parents are in Cebu.'

Nia sa opisina si Terry.

'Terry is here in the office.'

Mularga si Ginny sa Pilipinas.

'Ginny is leaving for the Philippines.'

Oblique Case Markers: /kang/, /sa/, and /ug/

The markers /kang/ and /sa/ have a special use. They indicate possession when preceding the topic in the sentence.

### Possession:

#### Personal Nouns

Kang Alicia ang libro.

'The book is Alice's.'

Kang Fely ang bangko.

'The bank is Fely's.'

Kang sabel ang laso.

'The ribbon is Sabel's.'

#### General Nouns

Sa babaye ang libro.

'The book is the woman's.'

Sa nars ang bangko.

'The bank is the woman's.'

Sa mananahi ang laso.

'The ribbon is the dressmaker's.'

The other functions of the oblique case markers are as follows:

### Object or Goal:

#### Personal Nouns

#### General Nouns



## E. PARTICLES: CASE MARKERS

Palabhan ko kang Ana ang mga pantalon. 'I'll have Ana launder the trousers.'	Palabhan ko sa labandera ang mga pantalon. 'I'll have the laundrywoman launder the trousers.'
Papalitan nila kang Pedro ng pagkaon si Bessie. 'They'll have Pedro buy food for Bessie.'	Papalitan nila sa iyang bana ng pagkaon si Bessie. 'They'll have her husband buy food for Bessie.'
Patokaran namo ni Cado ang mayor ng sonata. 'We'll have Cado play a piece for the mayor.'	Patokaran namo sa pyanista ang mayor ng sonata. 'We'll have the pianist play a piece for the mayor.'

When there are two constituent constructions marked by sa, the first constituent is the object in the oblique case and the second constituent is in the agentive case. Examples:

Magbutang ka sa mga bulak sa kwarto.

oblique                  agentive

'You put flowers in the room.'

Maghinpyo sila sa mga muebles sa sala ni Nena.

'They'll clean the furniture in the living room of Nena.'

Giteleponohan sa asawa ang iyang bana sa opisina.

'The wife called up her husband in the office.'

Gibangketahan sa anga Pilipino si Gining Gloria Diaz sa restawran sa mga dato.

'The Filipinos gave Miss Gloria Diaz a banquet in the restaurant of the rich.'

Variation:        Sa kwarto ka magbutang sa bulak.  
                      Sa klase siya magtuon sa leksyon.  
                      'He will study the lesson in class.'

Notice that the oblique case follows the verb. This seems to be the rule whenever there is a succession of sa constructions in one sentence. For example:

Magpalit siya sa kendi sa tindahan para sa bata.

## CEBUANO GRAMMAR NOTES

oblique    agentive    agentive  
(locative)    (recipient)

'He will buy candy at the store with my money for the child.'

### Recipient or Beneficiary:

#### Personal Nouns

Ihatag mo ang libro kang  
Pedro.  
'Give the book to Pedro.'  
Tahion nila ang terno kang  
'They'll sew the terno for  
Gloria.'  
Guhaton nila ang siya kang  
Ramon.  
'They'll make the chair for  
Ramon.'

#### General Nouns

Ihatag mo ang libro sa  
estudyante.  
'Give the book to the student.'  
Tahion nila ang terno sa rayna.  
'They'll sew the terno for the  
queen.'  
Buhaton nila ang siya sa  
manlalaban.  
'They'll make the chair for the  
lawyer.'

The auxiliaries alang and para 'for' frequently precede the markers when referring to recipients of certain actions, i.e., person(s) for whom a certain action is performed. Examples:

#### Personal Nouns

Putlon ni Undo ang kahoy  
alang kang Ruben.  
'Undo will cut the tree for  
Ruben.'  
Lutoon ni Rosa ang baboy  
alang kang Lucio.  
'Rosa will cook the pork  
for Lucio.'  
Silhigan ni Ditang ang  
kusina para ni Tonying.  
'Ditang will sweep the  
kitchen for Tonying.'

#### General Nouns

Putlon ni Undo ang kahoy alang sa  
iyang amigo.  
'Undo will cut the tree for his  
friend.'  
Lutoon ni Rosa ang baboy alang sa  
iyang bana.  
'Rosa will cook the pork for her  
husband.'  
Silhigan ni Ditang ang kusina para  
sa iyang igsoong lalake.  
'Ditang will sweep the kitchen for  
her brother.'

### Accessory or Secondary Performer:

#### Personal Nouns

#### General Nouns

## E. PARTICLES: CASE MARKERS

Nilangoy si Claro uban kang Doming. 'Claro swam with Doming.'	Nilangoy si Claro uban sa estudyante. 'Claro swam with the student.'
Nilakaw si Delsa uban ni Floria. 'Delsa walked with Floria.' (went out)	Nilakaw si Delsa uban sa iyang manghud nga babaye. 'Delsa went out with her younger sister.'
Nagkanta si Tutong kuyog ni Narding. 'Tutong sang with Narding.'	Nagkanta si Tutong kuyog sa iyang manghud nga lalake. 'Tutong sang with his younger brother.'

### Instrument:

Putlon mo ang isda sa imong sundang.

'Cut the fish with your knife.'

Abrihan mo ang Pepsi sa abrilata.

'Open the Pepsi with the can opener.'

Giabri nila ang pultahan sa akong yawe.

'They opened the door with my key.'

### Uses of ug and sa:

Restriction on the use of ug. Ug never functions as a case marking particle with substantive phrases. On the other hand sa indicates recipients, instruments, etc.

### Differences between ug and sa:

1. Ug marks an indefinite object or goal while sa marks a definite object or goal.

<u>ug</u>	<u>sa</u>
Gusto ko ug saging. 'I like bananas.'	Gusto ko sa saging. 'I like the banana.'
Mamalit sila ug sinina. 'They'll buy dresses.'	Mamalit sila sa sinina. 'They'll buy the dresses.'
Mangaon kami ug isda. 'We'll eat fish.'	Mangaon kami sa isda. 'We'll eat the fish.'

## CEBUANO GRAMMAR NOTES

This difference between definite and indefinite is also true for actors, locatives and benefactives.

### Actor:

Kaonon ug bata ang saging. 'A child will eat the banana.'	Kaonon sa bata ang saging. 'The child will eat the banana.'
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### Locative:

Gikan ako ug syndad. 'I came from the city.'	Gikan ako sa syndad. 'I came from a city.'
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### Benefactive:

Ihatag nako kini ug babaye. 'I'll give this to a woman.'	Ihatag nako kini sababaye. 'I'll give this to the woman.'
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2. Ug co-occurs with the /nako/ class of personal pronouns while sa occurs with the /áko/ class.

Pahugason ko ang bata ug/sa plato nako.	'I will let the child wash my plate.'
Pahugason ko ang bata ng/sa akong plato.	

3. Ug has limited use in marking the instrument with which a certain action is performed, but sa is more frequently used in such constructions. However, there are certain cases where ug is preferred to prevent ambiguity. Note the following:

Liguon ko siya ug tubig.	'I'll bathe him with water.'
Liguon ko siya sa tubig.	'I'll bathe him in water.'

### 4. Other uses of sa or ni:

In exclamatory sentences:

Kanindot sa buwak!	'How beautiful the flower is!'
Kagwapa ni Ana!	'How pretty Ana is!'
Kataas {sa bata!/ni Juan!}	'How tall {the child/Juan} is!'

In expressions referring to time:

Sa Hwebes	'On Thursday'
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## E. PARTICLES: CASE MARKERS

Sa alas otro sa buntag                      'At eight in the morning'

5. Still other uses of ug:

In imperative constructions (negative):

Ayaw ug dagan.                                      'Don't run.'

In adverbial constructions:

Paspas ug lakaw.                                      'Walk fast.'

As a conjunction:

Si Pedro ug si Juan	'Pedro and Juan'
Ng ingnon ta ka...	'If I tell you...'

## F. QUESTION PARTICLES

1. Particles with time-meaning. There are several particles with time-meaning implied in their usage. They are as follows:

(a) Hain 'where'. A question with hain is answered by the /nia/ class demonstrative pronouns. In verbal sentences it implies that the object(s) or person(s) referred to are still at a certain location, therefore, they are talked about with present time. The non-factual form of the verb is used.

Hain ka magpuyo?	'Where are you living?'
Hain sila magbasa?	'Where are they reading?'
Hain si Saida maghigda?	'Where's Saida lying down?'

In non-verbal sentences hain indicates the location of stationary nouns.

Hain ang kusina?	'Where's the kitchen?'
Hain si Fina?	'Where's Fina?'
Hain kamo?	'Where are you?'

When hain co-occurs with the non-factual form of the verb, it also refers to future actions.

Hain ka muadto?	'Where are you going?'
Hain kita magtigum?	'Where are we going to have a meeting?'

(b) Asa 'where'. A question with asa is answered by the /anhi/ class of demonstrative pronouns. It implies that the action associated with the person(s) or object(s) referred to is in the future, i.e., non-factual.

Asa ka mueskwela?	'Where are you going to study? Where will you study?'
Asa kamo maligo?	'Where are you going to take a bath?'
Asa kita magkita?	'Where are we going to meet/see each other?'

## F. QUESTION PARTICLES

(c) Diin 'where'. A question with diin is answered by the /dinhi/ class of demonstrative pronouns. It implies the factuality of an action, i.e. past time.

Diin sila mangadto?	'Where did they go?'
Diin kamo matulog?	'Where did you sleep?'
Diin kita mulakaw?	'Where did we go?'

(d) kanus-a\* 'when'. This particle may refer to factual or non-factual actions.

Kanus-a ka nianhi?	'When did you come?'
Kanus-a sila nangaon?	'When did they eat?'
Kanus-a nangabot ang mga artista?	'When did the actors arrive?'
Kanus-a ka muanhi?	'When are you coming?'
Kanus-a sila mangaon?	'When will they eat?'
Kanus-a mangabot ang mga artista?	'When will the actors arrive?'

(e) Anus-a 'when'. Anus-a generally refers to actions that are non-factual, i.e. future actions.

Anus-a mangadto ang mga PCV?	'When will the PCV's go?'
Anus-a sila mularga?	'When will they leave?'
Anus-a ang mga tawo mubotan?	'When will the people vote?'

(f) Unsaon 'how'. Unsaon is used to refer to non-factual actions. The object focus affixes -on and gi- are combined with unsa 'what' to mean 'how'.

Unsaon pag-adto sa Amerika?	'How does one go to America?'
Unsaon pagpanit niini?	'How do you peel off the skin of this?'
Unsaon nila pagkadato nga gastador man?	'How would they get rich when they're extravagant?'

(g) Giunsa 'how' implies factual actions.

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\* There are speakers of Cebuano who do not make any distinction in time-meaning between kanus-a and anus-a.

## CEBUANO GRAMMAR NOTES

Giunsa nimo pagkapobre?	'How did you become so poor?'
Giunsa nila pagtahi?	'How did they sew it?'
Giunsa nimo pagkapresidente?	'How did you become the president?'

### 2. Particles without time-meaning.

(a) Unsa 'what'. The time factor, if important, may be carried by a verb.

Unsa kini?	'What's this?'
Unsa ang giingon ninyo?	'What did you say?'
Unsa ang isulti nimo nila?	'What will you tell them?'
Mag-unsang ka?	'What are you going to do?'
Nag-unsang sila?	'What did they do?'
Mag-unsang ka pagkatulog?	'How do you sleep?'
Nag-unsang ka pag-abot namo?	'What did you do when we arrived?'

### (b) Kinsa 'who'

Kinsa ka?	'Who are you?'
Kinsa ang nagkawat sa singsing?	'Who stole the ring?'
Kinsa ang muadto?	'Who is going?'

### (c) Ngano 'why'

Nganong nia ka?	'Why are you here?'
Nganong nanganhi sila?	'Why did they come?'
Nganong mularga ka?	'Why will you leave?'

### (d) Pila 'how many'

Pila kamo ka buok?	'How many are you?'
Pila sila?	'How many are they?'
Pila ang imong paliton?	'How many will you buy?'

### (e) Tagpila 'how much'

Tagpila kini?	'How much is this?'
Tagpila ang bugas kanon?	'How much is the price of rice now?'
Tagpila ang pagpalit nimo niini?	'How much did you pay for this?'



## G. NEGATIVE PARTICLES

Dili, wala and ayaw are the three negative particles in Cebuano. Their functions are the following:

### 1. Dili

(a) Dili is used to negate nouns, pronouns, and adjectives.  
Examples:

#### Nouns:

Dili Maria ang iyang ngalan.	'Her name isn't Maria.'
Dili Cebu ang atong adtoan.	'Cebu isn't where we're going.'

#### Pronouns:

Dili siya muadto.	'She/he is not going.'
Dili kini dato.	'This isn't rich.'

#### Adjectives:

Dili pobre ang tawo.	'The man isn't poor.'
Dili taas si Turging.	'Turging isn't tall.'

(b) Dili also negates verbs when the actions are non-factual (future), habitual, or possible.

#### Non-factual:

Dili mahimayon ang programa.	'The program won't push through.' (There won't be any program.)
Dili matuman ang ilang gusto.	'What they want won't be followed.'

#### Habitual:

Dili siya magtuon adlaw-adlaw.	'He/she doesn't study everyday.'
Dili sila maligo sa dagat.	'They don't go swimming in the sea.'

## CEBUANO GRAMMAR NOTES

### Possible (with maka-):

Dili makalingaw ang sine.      '(The movie isn't entertaining.)' The movie can't entertain (people).

Dili makaon ang mangga.      'The mango can't be eaten.' (The mango isn't edible.)

(c) It negates the pseudo-verbs gusto 'want', and kinahanglan 'need'.

Dili gusto muadto ang rayna.      'The queen doesn't like to go.'

Dili kinahanglan ang salapi.      'Money isn't needed/necessary.'

Dili gusto ang hari kanimo.      'The king doesn't like you.'

### 2. Wala

(a) Wala negates the existential forms aduna or may 'has/have, there is/are'.

Walay sine.      'There's no movie.'

Walay tawo ang balay.      'There's nobody at home.'

Walay libro si Jose.      'Jose doesn't have a book.'

(b) Wala negates factual actions (past) and actions associated with continuing time (progressive) as with 'is, was or will be doing'.

### Factual Actions:

Wala mukaon ang prinsesa.      'The princess didn't eat.'

Wala makuha ang retrato.      'The picture wasn't taken.'

### Progressive Actions:

Wala magbasa ang maestro-pagabot namo.      'The (male) teacher wasn't reading when we arrived.'

Wala magestorya si Lola pagtelepono nimo.      'Lola wasn't telling stories when you called up.'

(c) Wala also negates the demonstrative pronouns with present or past time-meaning.

Wala ba dinhi si Lito?      'Isn't Lito around?'

Wala ba kitay sulat?      'Don't we have a letter?'

Wala sila muanhi.      'They didn't come.'

## G. NEGATIVE PARTICLES

Wala kita manayaw.                    'We didn't dance.'

(d) Wala co-occurs with the factual form of verbs in non-actor focus construction.

Wala adtoa ni Josefa si Jose.        'Josefa didn't go to Jose.'  
Wala paliti ni Carmen si Adot.    'Carmen didn't buy for Adot.'

3. Ayaw 'don't' negates the imperative form.

Ayaw pagpatakag sulti.            'Don't talk nonsense.'  
Ayaw ng dad-a ang plato.        'Don't take the plate with you.'

## H. ATTITUDINAL PARTICLES

Some particles reflect the attitude of the speaker, hence the term, attitudinal. The meaning of such particles varies according to the contexts in which they are used.

As many as five attitudinal particles can occur in a row. The chart below illustrates their relative positions.

1	2	3	4	5	6	7	8	9
na pa ra	mao	man ba	lang diay	pud sab	gyud gud gani lagi	unta	kono bitaw	kaayo tingali kaha

### 1. Ba

(a) Ba signals questions when interrogative words are not used.

Magtrabaho ba si Ginny sa opisina?	'Is Ginny going to work in the office?'
Magmaestra ba si Brenda sa Santa Teresa?	'Is Brenda going to teach at St. Theresa's?'

(b) Ba is also used in questions where interrogatives are used to indicate impatience or emphasis.

Diin ba kamo manglakaw?	'Where (for heaven's sake) did you go?'
Hain ba kadtong imong retrato?	'Where (in the world) is your picture?'

(c) When used in exclamations, ba means 'though'.

Dili ba bugnaw kana?	'Isn't that cold, though?'
Uy, init ra ba gyud.	'My, it's really hot though.'

## H. ATTITUDINAL PARTICLES

### 2. Bitaw

(a) Bitaw is used as a qualifier, confirming what has been said.

Init karon.	'It's hot today, huh.'
Bitaw.	'Really it is./It certainly is.'
Gwapa siya, no?	'She is pretty, isn't she?'
Bitaw.	'Yes, she is.'

(b) Bitaw is used to confirm something.

Anak ka sa doktor,	'You're the doctor's daughter, aren't
diliba?	you?'
Bitaw.	'Yes, indeed.'

(c) Bitaw is equivalent to 'actually'.

Ayaw kog tagda.	'Don't mind me.'
Bitaw, nagtinonto lang ko.	'Actually, I'm only kidding.'

3. Kaayo is used as an intensifier to mean 'very'.

Taas kaayo sila.	'They're very tall.'
Maayo kaayo kami mamayaw.	'We dance very well.'

### 4. Kaha

(a) Kaha is only used co-occurring with man. It means '...said such and such...'.

Niingon siyang dili man kaha	'He said he wasn't feeling
tingahi maayo ang iyang	very well, but he
pawatyag nianhi lang siya.	came anyway.'

(b) In questions not introduced by interrogatives, kaha means 'do you think, by any chance?'

Mahimo kaha kini?	'Do you think this can be done?'
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(c) With question words, kaha means '[any question word] can it be so?'

Unsa kaba kini?	'What can this be?'
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## CEBUANO GRAMMAR NOTES

### 5. Kono

(a) Modifying a statement, kono means that the statement is a quotation.

Maayo kono sila. 'They say (somebody says) they're good.'

(b) It softens the impact of a command.

Lakaw na kono. 'Go now (that's what X said).'

### 6. Diay

(a) Diay implies that the speaker received information for the first time.

Uy, gabii na diay. 'Gosh, it's late already.'  
O, may bisita diay ta, Fe. 'Oh, we have visitors, Fe.'

(b) Diay is the equivalent of 'oh so...'

Ah diay, dini ang imong balay. 'Oh, so this is your house.'  
Ay diay, dinhi ka magpugo. 'Oh, so this is where you live.'

(c) When diay co-occurs with a question word, it means that the question is not being asked for the first time.

Naunsa man diay ka? 'What then is the matter with you?'  
Asa man diay ko muadto gikan dinhi? 'Where then may I go from here?'

(d) When used with interrogatives for the first time, diay has the effect of an expressed interest in something on the part of the speaker.

Asa gyud diay ka gusto muadto? 'Where do you really want to go?'  
Kanus-a man diay ang katapusang pag-anhi nimo dinhi? 'When were you here last?'

### 7. Gani

(a) Gani is equivalent to 'even'.

## H. ATTITUDINAL PARTICLES

Gikapoy kaayo ko. Dili gani ko kalakaw.	'I'm so tired. I can't even walk.'
Mas dako gani ko kay kaniya.	'I'm even bigger than she is.'
Bisan gani ang imong suod kaayong higala mubiya nimo.	'Even your closest friend may desert you.'

(b) Gani also means 'only' when it occurs initially.

Gusto siyang muanhi. Gani dili maayo ang iyang pamatyag.	'She wanted to come. <u>Only</u> she wasn't feeling well.'
Ako mismo muadto unta. Gani, gikapoy kaayo ko.	'I would have gone myself. <u>Only</u> , I was too tired.'

(c) Gani also signifies the meaning 'at least'.

Maayo na lang gani nia ang inahan.	'It's good that at least the mother is here.'
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### 8. Gayud ~ Gyud

(a) Gayud modifies a predicate to mean 'definitely', 'for sure', 'without a doubt'.

Pagkalisud gyud sa among kinabuhi.	'How hard our life is, for sure.'
Mao gyud na sila.	'That's them, definitely.'

(b) When co-occurring with the negatives dili or wala, gayud means two things: something never happens, will happen, or happened.

Dili na gyud ko mukaon ana.	'I will never <u>ever</u> eat that again.'
Dili na gyud nako usbon.	'I won't ever do it again.'
Dili na gyud na mahitabo.	'That won't ever happen again.'

something doesn't, won't, didn't happen or it isn't the case at all.

Wala na gyud ng mansanas sa akong bugsod.	'There are no apple trees in my town.'
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### 9. Gud

(a) Gud modifies question words.

## CEBUANO GRAMMAR NOTES

Anus-a gud mularga kining traka?	'When in the world will this bus leave?'
Diin gud ka gahapon?	'Where in the world were you yesterday?'

(b) Gud is also used in exclamatory statements.

Kagwapa gud ni Ana!	'How beautiful Ana is!'
Kanindot gud sa iyang sinina!	'How beautiful are those clothes!'

(c) Gud is used for emphasis meaning 'indeed' or 'really'.

Ikaw gud ang nag-ingon niama.	'You were indeed the one who said that.'
Kataw-oman gud kaayo siya gominang hapon.	'She really was funny this afternoon.'

### 10. Lagi

(a) Lagi means 'anyway' or 'after all'.

Nianhi man lagi ka.	'You did come after all.'
Dili lagi ko muadto, kay may sakit ko.	'I won't go, anyway, because I feel sick.'

(b) Lagi also means 'of course'.

Husto lagi ka.	'Yes, of course, you're right.'
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(c) Lagi signals confirmation of something.

Nindot ang sine, dili ba?	'The movie was good, wasn't it?'
O lagi, nindot kaayo.	'Yes it was, it was quite good.'

### 11. Lang

(a) Lang means 'only'.

Dgutay lang kanang butanga.	'It's only a little thing.'
Kini lang ang mahimo.	'This is the only possibility.'

(b) With numerals, lang also means 'only', i.e., not an implied or expressed larger number.



## H. ATTITUDINAL PARTICLES

Mapalit lang kini nimog dos pesos.	'You can buy these for two pesos only.'
Kini ang labing barato, singko pesos lang.	'This is the cheapest, only five pesos.'

This meaning is intensified by using the particle na with lang.

Paliton na lang kini nakog sayis pesos karon.	'I'm buying it now for only six pesos.'
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(c) It also implies 'be the one to...', 'be the thing to...'

Siya na lang ang mupalit sa prutas.	'I'll be the one to buy the fruits.'
Kini na lang ang buhaton.	'Let this be the thing to do.'

(d) Lang also means 'merely'.

Gradwado lang siya sa hayskol.	'He's merely a high school graduate.'
Draybir lang siya sa trak.	'He's just a bus driver.'

### 12. Man

(a) Man modifies a question word.

Asa ka man muadto?	'Where are you going?'
Kinsa may niabat?	'Who arrived?'

(b) Man modifies a because-phrase for emphasis.

Adto na ko kay magluto pa man ako.	'I'll go now because I still have to cook.'
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(c) Man indicates that a piece of information is not previously known to the speaker.

Giingnan man niya sila niana.	'He/she told them that.'
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(d) Man modifies a negative statement which contradicts something the hearer assumed.

Singko pesos ra.	'It's only five pesos.'
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## CEBUANO GRAMMAR NOTES

Dili na man. Ni saka na ang prisyo. 'No. Not anymore. The prices have gone up.'

13. Mao emphasizes the definiteness of the construction which it modifies, translated as 'the one'.

Mao kini ang ilang tindahan. 'This is their store.'  
Mao kini si Pedro. 'This is Pedro.'

### 14. Na

(a) When used with a verb, na means that the action has been started or completed at a certain point in time.

Nia na ta. 'We're here now.'  
Nilarga na sila. 'They left already.'

(b) With the negative forms dili and wala, na means 'not anymore' or 'no longer'.

Wala na sila dinhi. 'They're no longer here.'  
Dili na ko magpalit niana. 'I'm not buying those anymore.'

(c) With the non-focus form of the verb, na means '[X] will happen now.'

Adto na ta. 'Let's leave now.'  
Ngamong dili na lang ka mukaon? 'Why don't you eat now?'

### 15. Pa

(a) Pa means 'still' or 'yet'.

Nag-ulan pa. 'It's still raining.'  
Layo pa ang balay gikan dinhi. 'The house is still far from here.'

(b) With the negatives dili and wala, pa means 'not yet'.

Wala pa nako madawat ang sulat. 'I haven't received the letter yet.'  
Dili pa kami mulakaw. 'We are not leaving yet.'

(c) Pa also means 'just now' or 'just a moment ago'

## H. ATTITUDINAL PARTICLES

Pag-abot pa ba ninyo?	'Did you arrive just now?'
Pagmata pa nako./Karon pa ko magmata.'	'I woke up just now.'

(d) Pa implies a certain limitation on what it modifies.

Dili ka pa mupanli, alas kwatro pa lang.	'When I arrive there, it will only be around 4:00 p.m.'
--	---

(e) Pa also means 'in addition to', 'someone else', or 'something else'.

Unsa pay gusto nimo?	'What else do you want?'
Kinsa pay muanhi?	'Who else is coming?'

The particles pa and na contrast, i.e., when one occurs, the other one does not.

### 16. Ra

(a) Ra means 'precisely', 'only', 'no more, no less'.

Duha ray gusto nako niini.	'I want only two of those.'
Kana ray paagi sa pagbuhat niana.	'That's the only way it can be done.'

(b) Ra also signifies that '...is the only one...'

Siya ray dinhi gahapon.	'He was the only one here yesterday.'
Kami ray nahabilin.	'We were the only ones who stayed.'

(c) For emphasis, ra co-occurs with the /nia/ class.

Tua ra si Pedro.	'Pedro is just there.'
Nia ra ako.	'I'm just here.'
Naa ra sila dinha.	'They're just there.'

(d) With adjectives, ra intensifies the quality they denote.

Mahal ra kaayo ang isda.	'Fish is very expensive.'
Humok ra kaayo ang baka.	'Beef is too tender.'

(e) When ra modifies an imperative construction, it makes the command or request a demand.

## CEBUANO GRAMMAR NOTES

Dali ra gud.

‘You, come here!’

17. Unta means ‘would like to [X]’, where [X] is a verb.

Gusto unta ko mupalit ug  
pagkaon.

‘I would like to buy some  
food.’

Kinsa untay gusto nimo  
imbitahon?

‘Who would you like to  
invite?’

18. Upod ~ pod is synonymous and interchangeable with the particle sab.

Ikaw sab.

‘You too.’

upod.

pod.

Niadto sab sila.

‘They also went.’

pod

upod

19. Sab ~ Usab

(a) Sab ~ usab means ‘also’. (See 18 above.)

(b) Sab ~ usab also means ‘at the same time’.

Nilarga si Maria sa alas sayis. ‘Maria left at 6:00.’

Si Dodong sab.

‘Dodong left at the same time.’

(c) Sab ~ usab indicates that something is happening for the second time.

Nianhi na sab siya.

‘He/she came again.’

(d) With imperatives, sab ~ usab connotes a plea.

Tagai sab mi.

‘Do give us too.’

20. Tingali

(a) Tingali means ‘I think that...’

Tingali mamatay sila sa gubat. ‘I think they’ll die in the war.’

(b) Tingali also signifies probability.

## H. ATTITUDINAL PARTICLES

Manganhi tingali sila.                      'They might come.'

(c) Tingali also implies uncertainty of a fact.

Dili tingali makadang ang Rusya.              'Russia may not win.'

# I. PARTICLES: CONNECTIVES

## 1. Ug 'and'

(a) Between words or phrases

Mangompra si Jim ug si Fina. 'Jim and Fina will go shopping.'

(b) Between clauses

Mukanta si Dick ug musayaw si Judy. 'Dick will sing and Judy will dance.'

## 2. Kun is equivalent to 'if' and 'when'.

Kun minyoon mo ko, sugton ta ka.	'I'll accept you if you're going to marry me.'
Kun alas dose na, tawag lang.	'When it's already 12 o'clock, just call up.'

## 3. Apan = pero 'but'.

Gusto ko nimo, pero pobre man ka.	'I like you, but you're poor.'
Gwapo siya apan mabangis.	'He's handsome but fierce.'

4. Nga ~ -ng functions as a coordinating connective equating two constituents.

(a) When nouns are modified:

Hain ang libr <u>ong</u> dako?	'Where's the big book?'
Ang taas nga lalaki, gwapo.	'The tall man is handsome.'

(b) Equating two clauses:

Ingon niya nga wala siya makahibalo.	'He/she said that he/she didn't know.'
Gusto ko <u>ng</u> muuban kanimo.	'I'd like to go with you.'

## I. PARTICLES: CONNECTIVES

(c) Nga co-occurs with the 2nd set of pronouns /áko/ and kini.

Kana ang akong pamanhonon.	‘That’s my husband-to-be.’
Buotan kining babayhana.	‘This woman is virtuous.’

(d) It co-occurs with, the question words ngano ‘why’, unsa ‘what’, and kinsa ‘who/whose’.

Nganong nia ka.	‘Why are you here?’
Unsang grado nimo?	‘What grade are you in?’
Kinsang presidente sa Amerika?	‘Who’s the U.S. President?’

5. Ka is used with numerals.

Trese ka buok ang ilang anak.	‘They have thirteen children.’
Duha ka tawo ang milakaw sa bulan.	‘Two men walked on the moon’s surface.’





### III. THE CEBUANO SENTENCE

A Cebuano sentence is made up of at least two grammatical constituents, the topic and the predicate, both of which can be expanded.

The topic is that part of the sentence which is in grammatical focus. It is marked by either si or ang for noun phrases and the pronouns of the /akó/ and /kini/ classes.

The predicate is manifested by an adjective, another noun or its substitute, or by a verb. It provides information about the topic, i.e. it tells what "X" (either a person or an object) [be]\*; or it tells what "X" [do]\*; or it tells what [happen]\* to "X".

The predicate generally precedes the topic. However, when emphasis is placed on the topic, the order is reversed.

If a sentence contains a question particle, the particle, or the phrase which contains the particle, is the predicate.

A sentence may be just a predicate alone (cf. Existential Sentences in B.1.-7.).

There are two types of sentences, namely:

1. The non-verbal sentence, so called because it does not contain a verb; and
2. the verbal sentence, which contains a verb.

The section following discusses the six kinds of non-verbal sentences, namely: equational, existential, locational, descriptive, interrogative and possessive.

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\* [ ] represents all the inflected forms that apply to different tenses.



# NON-VERBAL SENTENCES

## A. EQUATIONAL SENTENCES

A. Equational Sentences. Equational sentences are those sentences in which both constituents, the predicate and the topic, are topic-like, i.e., the predicate is manifested by a topic. Both topics are in apposition. The topic and predicate may either be a noun, pronoun, or adjective.

### A.1. Non-specific topical predicate

Topical Predicate	Topic
Noun Adjective	<u>si</u> phrase <u>ang</u> phrase /akó/ class /kiní/ class

Maestra si Ana.	'Ana is a teacher.'
Taas ang dalaga.	'The lady is tall.'
Taas ako.	'I am tall.'
Taas kini.	'This is tall.'

### A.2. Specific topical predicate

Topical Predicate	Topic
<u>si</u> phrase <u>ang</u> phrase /akó/ class /kiní/ class	/kini/ class /akó/ class <u>ang</u> phrase <u>si</u> phrase

Si Ana kini.	'This is Ana.'
Ang dalaga ako.	'I'm the lady.'
Ako ang dalaga.	'I'm the lady.'
Kini si Ana.	'This is Ana.'

## B. EXISTENTIAL SENTENCES

B. Existential Sentences. The existence of an item (or object) or a person is signified by the forms aduna or may. The negative equivalent is wala.

### B.1.

Predicate	Topic
{Wala/ Aduna} May	-y/ug + N

Walay tawo.

'There's nobody.'

Adunay tawo.

'There's somebody.'

May tawo.

Wala ug libro.

'There's no book.'

Aduna ug libro.

'There's a book.'

May libro.

### B.2.

Predicate	Topic
{ <u>Aduna</u> / <u>Wala</u> } + <u>y</u> + N	<u>si</u> phrase <u>ang</u> phrase
* <u>May</u> + N	/akó/ class /kini/ class
<u>May</u> + N	/kini/ + <u>ng</u> N -a/-na

{Walay libro/

{si Jose./ang

{'Jose hasn't/'The tailor

Adunay libro/

sastre./ako./kini.}

has/'I have/'This

May libro}

has} a book.'

May libro kining {sastreha./bataa.}

'This {tailor/child} has a book.'

---

\* May constructions are not interrupted by pronouns.

## NON-VERBAL SENTENCES

### B.3. Split predicate

Predicate	Topic	Predicate
<u>Aduna</u> <u>Wala</u>	/kini/ /akó/	-y N

Aduna kiniy asawa.

Wala {akoy/si Anay/ang  
babayey} kwarta.

‘This has a wife.’

{‘I have/‘Ana has/‘The woman  
has} no money.’

### B.4.

Topic	Predicate
/kini/ class /akó/ class si phrase ang phrase	<u>Aduna</u> + y N <u>Wala</u> <u>May</u> + N

{Kini/                {adunay/        asawa.

Ako/                may/                kwarta.

Si Ana/            walay}            kwarta.

Ang                kwarta.

babayey}

‘This one has a wife.’

‘This one has a wife.’

‘I have no money.’

‘Ana has no money.’

‘The woman has no

money.’

‘This one has no wife.’

‘I have money.’

‘Ana has money.’

‘The woman has money.’

### B.5.

Topic	Predicate
/kini/ + ng N {-a/-ha}	{ <u>aduna/wala</u> } + y N <u>may</u>

Kining dalagaha {may/adunay/  
walay} kwarta.

Kining bataa {adunay/may/  
walay} kwarta.

‘This woman/lady {has/has  
no} money.’

‘This child {has/has no}  
money.’

## CEBUANO GRAMMAR NOTES

B.6.

Topical Predicate	Topic
/akó/ class /kini/ class <u>si</u> phrase <u>ang</u> phrase	<u>ang</u> { <u>aduna/wala</u> } + y N <u>may</u>

{Ako/Kini/Si Ana/Ang dalaga}      { 'I'm/'This is/'Ana is/'The  
ang {adunay/may/walay}              lady is} the one who has  
kwarta.                                      money.'

B.7. Aduna and wala as complete constructions. (Note: May does not so occur.)

Aduna ka bay libro?	'Do you have a book?'
{Aduna./	'There is (I have).'
Wala.}	'No.'
May libro ka ba?	'Do you have a book?'
{Aduna./	'Yes.'
Wala.}	'No.'

## C. LOCATIONAL SENTENCES

C. Locational Sentences. Locational sentences are made up of a demonstrative pronoun, a noun, or a sa phrase.

C.1.

Predicate	Specific Topic
/nia/ class	<u>ang</u> phrase <u>si</u> phrase /akó/ class /kini/ class

Nia {ang dalaga./si                      { 'The lady's/'Ana's/'I'm/'This is}  
Ana./ako./kini.}                          here.'

C.2.

## NON-VERBAL SENTENCES

Predicate	Non-Specific Topic
/nia/ class	-y N

{Niay/Naay/Tuay}  
libro.

{‘Here’s/‘There’s/‘There’s (yonder)} a  
book.’

### C.3.

Predicate	Topic
/nia/ + /dinhi/	<u>ang</u> phrase <u>si</u> phrase /kini/ class

The combination of the two demonstrative pronoun classes is used for emphasis.

{Nia dinhi/  
Naa dinha/  
Tua didto}

{ang sinina./  
si Ana./  
kana.}

‘The dress is here.’  
‘Ana is there.’  
‘That is there.’

### C.4.

Predicate	Topic	Predicate
/nia/	/ako/ class / kini/ class <u>ang</u> phrase <u>si</u> phrase	/dinhi/

Nia ako dinhi.

‘I’m here.’

Naa kana dinha.

‘That’s there.’

Tua ang bata didto.

‘The child is there.’

Nia si Ana dinhi.

‘Ana’s here.’

C.5. In answer to the question asa or hain ‘where’, the /nia/ class is frequently followed by the particle ra.

Predicate	Topic
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## CEBUANO GRAMMAR NOTES

/nia/ <u>ra</u>	<u>si</u> phrase <u>ang</u> phrase /ako/ class /kini/ class  -y N (common)
-----------------	---

Nia ra si ako.	‘I’m here.’
Naa ra kana.	‘That’s there.’
Tua ra ang bata.	‘The child is there.’
Nia ra si Ana.	‘Ana is here.’
Nia ray lapis.	‘Here’s a pencil.’

C.6.

Predicate	Complement	Topic
/nia/	<u>sa</u> phrase	<u>ang</u> phrase <u>si</u> phrase

C.7.

Predicate	Topic	Predicate Complement
/nia/ class	/ako/ class /kini/ class	<u>sa</u> phrase

Nia ako sa kwarto.	‘I’m in the room.’
Naa kana sa siya.	‘That is on the chair.’

C.8. The demonstrative pronouns may occur as complete constructions.

Hain si Pedro?	‘Where’s Pedro?’
/nia/ class	‘Here.’ or ‘Just here.’
/nia/ + ra	
/nia/ + ra + /dinhi/	
/nia/ + /dinhi/	

C.9. The /nia/ class sometimes functions as an alternate to aduna or may in existential sentences.



## NON-VERBAL SENTENCES

Naay imong bisita.            'You have a visitor (there).'  
May bisita ka.  
Aduna kay bisita.

Niay imong bisita.            'You have a visitor (here).'  
May bisita ka.  
Aduna kay bisita.

Tuay imong bisita.            'You have a visitor (over there).'  
May bisita ka.  
Aduna kay bisita.

## D. DESCRIPTIVE SENTENCES

D. Descriptive Sentences. Sentences which contain adjectives as the predicate are called descriptive sentences. Adjectives themselves may appear as free forms, i.e., without an affix or as bound forms with the affix ma-. Certain adjectives are pluralized by adding the infix -g-: gamay gagmay, taas tag-as. Numerals in construction with nouns and pronouns function as adjectives.

### D.1.

Predicate	Topic
Adj	<u>si</u> phrase <u>ang</u> phrase /akó/ class /kiní/ class
Number (numeral)	<u>ang</u> phrase

Dako { si Ana./ ang dalaga./ ako./ kini. }	{ 'Ana's/ 'The lady's/ 'I'm/ 'This is } big.'
---	--

## CEBUANO GRAMMAR NOTES

Tulo {ang libro./	'There are three books. (The books are
silá./	three.)'
kana./	'They are three.'
silá si Ana.}	'(That) those are three.'
	'Ana and company are three.'

Maitum {si Jose./	{‘Jose/
ang lalake./	‘The man/
ka./	‘You/
kadto.}	‘That (over there)} is/are dark.’

Dagko {sila si	{‘Jose and company/
Jose./	‘The men/
ang mga	‘You/
lalake./	‘Those (yonder)} are big.’
kamo./	
kadto.}	

D.2.

Topic	Predicate
<u>si</u> phrase <u>ang</u> phrase /akó/ class /kini/ class	Adj.

{Si Jose/ Ang lalake/ Ikaw/ Kadto} maitum.	{‘Jose/ ‘The man/ ‘You are/ ‘That (yonder)} is/are dark.’
---	--

D.3.

Topical Predicate	Topic
<u>Ang</u> + Adj.	<u>si</u> phrase <u>ang</u> phrase /ako/ class /kini/ class

## NON-VERBAL SENTENCES

Ang maitum	{'Jose/
{si Jose./	"The man/
ang lalake./	'You/
ka./	"That yonder} is/are the one who's
kadto. }	dark.'

D.4.

Topic	Predicate
<u>si</u> phrase <u>ang</u> phrase /akó/ class /kini/ class	<u>Ang</u> + Adj.

{Si Jose/Ang lalake/Ikaw/ Kadto} ang maitum.	'The one who's dark is {Jose./the man./you./that (yonder).}'
---	---

D.5.

Predicate	Topic
Adj.	/kini/ + <u>ng</u> + N <u>-a</u> <u>-ha</u>

Dako kining {dalagaha./bataa.}      {'This lady's/'This child's'  
biq.'}

Dagko kining (mga)	'These ladies are big.'
{dalagaha./bataa.}	'These children are big.'

D.6.

Predicate	Topic
Adj.	/kini/ + <u>nga</u> + /ako/

{Dako/	kining {ako./	'Mine is big. Mine are big.'
	iya./	'His/hers is big. His/hers are big.'
Dagko}	ila.}	'Theirs is big. Theirs are big.'

## E. INTERROGATIVE SENTENCES

E. Interrogative Sentences. The question words may function as predicates in the sentence.

E.1.

Predicate	Topic
<u>Unsa</u> <u>Kinsa</u> <u>Asa</u> <u>Hain</u> <u>Diin</u>	<u>si</u> phrase <u>ang</u> phrase /akó/ class /kini/ class

Unsa kini?	'What's this?'
Kinsa ka?	'Who are you?'
Asa si Ana?	'Where's Ana going?'
Hain sila?	'Where are they?'
Diin ang maestra?	'Where did the teacher go?'

E.2.

Predicate	Non-Specific Topic
<u>Unsa</u> <u>Kinsa</u>	-y + N

Unsay paniudto nato?	'What are we having for lunch?'
Kinsay maestra?	'Who's the teacher?'

E.3.

Predicate	Topic
<u>Unsa</u> + ng <u>Kinsa</u>	N + -a -ha

Unsang sininaa?	'Which dress?'
Kinsang awtoha?	'Whose car?'
Unsang libroho?	'Which book?'
Kinsang balaya?	'Whose house?'

## NON-VERBAL SENTENCES

E.4.

Predicate	Topic
<u>Kanus-a</u> <u>Anus-a</u>	<u>ang</u> phrase

{Kanus-a/Anus-a} ang bayle?  
Kanus-a ang bayle?

‘Where is the dance?’  
‘Where was the dance?’

E.5.

Predicate	Topic
<u>Ngano</u> + <u>ng</u> + Adj	/ako/ class /kini/ class <u>si</u> phrase <u>ang</u> phrase

Nganong nia  
{kamo?/kadto?/si  
Jose?/ang abogado?}

‘Why {are you/is that one (over  
there)/Jose/the lawyer} here?’

E.6.

Predicate	Topic
<u>Ngano</u> + <u>ng</u> + /nia/ class	/akó/ class /kini/ class <u>si</u> phrase <u>ang</u> phrase

Nganong tambok  
{sila?/kama?/si Ana?/ang  
maestra?}

‘Why {are they/is that/Ana/the  
teacher} fat/short?’

E.7. As complete statements when the question particles stand alone.

Magbakasyon sila sa Carcar ugma.

Unsa?

Kinsa?

Asa?

Kanus-a?

## F. POSSESSIVE SENTENCES

F. Possessive Sentences: Possession is indicated by using kang or sa phrases, or the pronouns /áko/ or /náko/.

F.1.

Topic	Predicate
<u>ang</u> phrase /kini/ class	/áko/ class <u>kang</u> phrase <u>sa</u> phrase

Ang lapis {ila./kang  
Pedro./sa abogado.}

'The pencil is  
{theirs./Pedro's./the  
lawyer's.'}

Kini {ato./kang Pedro./sa  
abogado.}

'This is {ours./Pedro's./the  
lawyer's.'}

F.2.

Predicate	Topic
/áko/ class <u>kang</u> phrase <u>sa</u> phrase	<u>ang</u> phrase /kini/ class

{Ila/Kang Pedro/Sa  
abogado} ang lapis.

'The pencil is  
{theirs./Pedro's./the  
lawyer's.'}

{Ato/Kang Pedro/Sa  
abogado} kini.

'This is {ours./Pedro's./the  
lawyer's.'}

F.3.

Predicate	Topic
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## NON-VERBAL SENTENCES

/áko/ class + <u>kang/ni</u> phrase <u>sa</u> phrase /niini/ class	<u>ang</u> phrase
--	-------------------

Predicate	Topic	Predicate
/áko/ class	/kini/ class	<u>kang/ni</u> phrase <u>sa</u> phrase /niin/ class

Ila {kang Jonen/sa doktor/ 'The land {is Jonen's./the  
niana} ang yuta. doctor's./belongs to that one.}

Inyo kana {ni Jonen./sa 'That one {is Jonen's./the  
doktor./niana.} doctor's./belongs to that one.}

F.4.

Topical Predicate	Topic
<u>ang</u> phrase	<u>ang</u> + /ako/ + <u>ng</u> N

Ang pula ang akong sinina. 'The red one is my dress.'  
Ang Amerikana ang iyang 'The (female) American is his  
asawa. wife.'

F.5.

Predicate	Topic
/nia/ class /kini/ class	<u>ang</u> phrase + /nako/ class

Nia ang balay niya. 'His/her house is here.'  
Naa ang bana nako. 'My husband is there.'  
Kini ang asawa niya. 'This is his wife.'

# SUMMARY OF PATTERNS

All the non-verbal sentences given in this section are summarized in the following diagrams.

Symbols used:

{ } - all the items within the same set of braces may be used interchangeably as fillers for the same slot in a given construction

( ) - optional items

(NB the predicate-topic may be reversed in patterns 1, 3, and 4.)

Pattern 1:

Predicate	Topic (or Topical Predicate)
$\left\{ \begin{array}{l} (\text{ang}) \left\{ \begin{array}{l} \text{noun} \\ \text{adj} \end{array} \right\} \left\{ \begin{array}{l} \text{aduna} \\ \text{wala} \end{array} \right\} + Y \end{array} \right\} + N$ $\left\{ \begin{array}{l} \text{may} \end{array} \right\}$ $\left\{ \begin{array}{l} /nia/ \text{ (ra) (/dinhi/) (sa phrase)} \\ \text{expanded form} \end{array} \right\}$ $\left\{ \begin{array}{l} \text{unsa} \\ \text{kinsa} \\ \text{asa} \\ \text{hain} \\ \text{diin} \\ \text{nganong} \end{array} \right\} \left\{ \begin{array}{l} \text{adj} \\ /nia/ \end{array} \right\}$	$\left\{ \begin{array}{l} \text{si phrase} \\ \text{ang phrase} \\ /akó/ \text{ class} \\ /kini/ \text{ class} \end{array} \right\}$ $\left\{ \begin{array}{l} /kini/ + \text{ng} + N \left\{ \begin{array}{l} -a \\ -ha \end{array} \right\} \\ \text{expanded form} \end{array} \right\}$



# SUMMARY OF PATTERNS

## Pattern 2:

Predicate	Topic
A. $\left\{ \begin{array}{l} /nia/ \\ \underline{unsa} \\ \underline{kinsa} \\ \underline{asa} \end{array} \right\}$	$\left\{ \begin{array}{l} -y N \\ \underline{ang} \text{ phrase} \end{array} \right\}$
B. $\left\{ \begin{array}{l} \underline{aduna} \\ \underline{wala} \end{array} \right\}$	$\left( \left( \begin{array}{l} /kini/ \\ /ako/ \\ \underline{si} \\ \underline{ang} \end{array} \right) \right) -y N$
C. $\left\{ \begin{array}{l} \underline{kamus-a} \\ \underline{anus-a} \end{array} \right\}$	$\underline{ang} \text{ phrase}$

## Pattern 3:

Predicate	Topic
$\left\{ \begin{array}{l} /ako/ \text{ class} \\ \underline{kang} \text{ phrase} \\ \underline{sa} \text{ phrase} \\ /ako/ + \left\{ \begin{array}{l} \underline{kang} \text{ phrase} \\ \underline{sa} \text{ phrase} \\ /niini/ \text{ class} \end{array} \right\} \end{array} \right\}$	$\left\{ \begin{array}{l} \underline{ang} \text{ phrase} \\ /kini/ \text{ class} \end{array} \right\}$

## Pattern 4:

Predicate	Topic
$\begin{array}{l} \underline{ang} \text{ phrase} \\ /kini/ \text{ class} \\ /nia/ \text{ class} \end{array}$	$\left\{ \begin{array}{l} \text{expanded } \underline{ang} \text{ phrase} \\ \text{e.g. } \underline{ang} \text{ } \underline{akong} N \\ \underline{ang} \text{ phrase} + /nako/ \text{ class} \end{array} \right\}$

# NEGATIONS: PREFERRED WORD-ORDER

1. In Equational and Descriptive Sentences. In one constituent construction, i.e., either with a topic or a predicate, dili immediately precedes the nouns or adjectives it negates. It does not, however, precede a si or ang phrase. However it does precede the pronouns with which it co-occurs.

1.A.

Predicate	Topic
<u>Dili</u> {N Adj}	{ <u>si</u> phrase/ <u>ang</u> phrase}

Dili maestra si Terry.  
Dili taas si Vida.

'Terry isn't a teacher.'  
'Vida isn't tall.'

1. B.

Topic	Topical Predicate
{ <u>si</u> , <u>ang</u> phrases /akó/, /kini/ classes}	<u>ang</u> + <u>dili</u> {N Adj}

Si Terry ang dili  
{maestra./taas.}

'Terry isn't {the teacher./tall.}'

{Ang Amerikano/Ako/Kini}  
ang dili {maestro/taas.}

{ 'The American isn't/'I'm  
not/'This isn't } {the  
teacher./tall.}'

but: 1.C.

Topic	Predicate
<u>Dili</u> /akó/ class /kini/ class	( <u>ang</u> ) N Adj

## NEGATIONS: PREFERRED WORD-ORDER

Dili {ako/kini} ang {‘I’m/‘This is.’} not the  
 {maestra./gwapa.} {teacher./‘pretty one.’}

2. Possessive Sentences. Negation is also marked by dili.

2.A.

Predicate	Topic
<u>Dili</u> /áko/ <u>kang</u> , <u>sa</u> phrases	<u>ang</u> phrase

Dili {ako/kang Ana/sa  
 maestra} ang lapis. ‘The pencil isn’t  
 {mine./‘Ana’s./the  
 teacher’s.’}

2.B.

Predicate	Topic	Predicate
<u>Dili</u>	/kini/	/áko/ <u>sa</u> , <u>kang</u> phrases

Dili kana {ila./sa  
 magdadaro.} ‘That’s not {theirs./the  
 farmer’s.’}

2.C.

Topic	Predicate
<u>ang</u> /áko/ + <u>nga</u> + N <u>ang</u> N /nako/	( <u>ang</u> ) <u>dili</u> Adj.

{Ang atong balay/Ang balay nato} ‘Our house is the one  
 ang dili nindot. that’s pretty.’

2.D.

Predicate	Topic	Predicate
<u>Dili</u>	/kini/	<u>ang</u> /áko/ + <u>nga</u> + N <u>ang</u> N /nako/

Dili kana ang {atong balay./balay nato.} ‘That’s not our house.’

## CEBUANO GRAMMAR NOTES

3. Locational Sentences. Wala may co-occur with /dinhi/ when negating locational sentences introduced by the /nia/ class.

3.A.

Predicate	Topic
<u>wala</u> (/dinhi/)	<u>ang</u> phrase <u>si</u> phrase

Wala dinhi {ang presidente./si George.} {‘The president /‘George} {isn’t/ wasn’t} here.’

but: 3.B.

Predicate	Topic	Predicate
<u>wala</u>	/akó/ class /kini/ class	(/dinhi/)

Wala {sila/kana} dinhi. ‘They {aren’t/weren’t} here.’  
‘That one {isn’t/wasn’t} here.’

# QUESTIONS WITH BA

As a general rule, the interrogative marker ba is used between the topic and the predicate.

{Maestra/ Taas}	ba {si Ana?/ ang dalaga?/ ako?/ kini?}	'Is Ana {a teacher?'/tall?}' 'Is the lady {a teacher?'/tall?}' 'Am I {a teacher?'/tall?}' 'Is this {a teacher?'/tall?}'
--------------------	--	---

When the predicate constituent is split, ba immediately follows the first member of the constituent.

1.

Predicate	Marker	Topic	Predicate
/nia/	ba	/akó/, /kini/ <u>ang</u> , <u>si</u>	/dinhi/

Nia ba {sila/ang nars/si Cirila.} dinhi?	{ 'Are they/'Is the nurse/'Is Cirila} here?'
---	---

2.

Predicate	Marker	Topic	Predicate
Aduna	ba	/akó/ class /kini/ class	ꝑ N

Aduna ba {akoy/kinig} trato?	{ 'Do I have/'Does this have} a boyfriend?'
---------------------------------	--

# VERBAL SENTENCES

## A. GENERAL

A. General. Sentences which contain a verb as the predicate are called verbal sentences. These sentences are expanded by adding complements to the main verb. Thus, following the verb (generally) there may be an actor/agent, a goal/object, a beneficiary/indirect object, a location, and/or an instrument.

Each of the complements to the verb is introduced by a particle if the complement is a noun phrase. The particles used have been discussed earlier in these notes.

When one of the complements is chosen as the topic of the verb, the particle introducing the complement is replaced by the particles ang or si, or the whole phrase is replaced by an appropriate pronoun. The complement relation to the verb which is the function of the topic (actor, goal, referent, beneficiary, location, instrument) is marked in the verb. These markers in the verb have been called focus markers (or voice markers).

Focus, then, refers to the relationship that one obtains between the verb and the topic of the sentence (always indicated by ang/si, or the appropriate pronouns).

Thus, the topic may be the: actor/performer of the action, goal/receiver of the action, beneficiary of the action, instrument used to perform the action, or location where the action is performed.

## B. VERB AFFIXES AND CLASSES

B. Verb Affixes and Classes. As a result of the focus affixes in the verbs, we may speak of actor focus verbs, goal focus verbs, benefactive/locative focus verbs, and instrument focus verbs.

Cebuano verbs also contain affixes to indicate mood and aspect.

## VERBAL SENTENCES

Mood refers to the speaker's attitude toward the action or state expressed, indicating whether this is regarded as a fact or non-fact, a matter of command, or a matter of desire or possibility.

Mood in Cebuano may be one of the following:

Factual	An action that has already been begun or started.
Non-factual	An action that has not been started or begun yet.
Afactual	An action that is either a request or a command. The forms used with the negatives <u>wala</u> and <u>dili</u> are also classified as afactual.

Aspect is the condition of state of an action, i.e., the type of action that is involved. There are two major types of aspect in Cebuano: the non-causative and the causative.

Under the non-causative are the following:

Neutral - a momentary or an immediately-completed action.

Progressive - a voluntary durative action or one that lasts over a period of time.

Aptative - an action that indicates ability, possibility, an opportunity, pure accident.

Distributive - an action that signifies either a plurality of actor, object and/or action.

Neutral-progressive - an action that is either momentary or durative depending on what is meant by the speaker at the moment of speaking and/or the situation that accompanies the performance of the action.

Progressive-distributive - an action that lasts over a period of time and has a plurality of either actor, action, and/or object.

Aptative-distributive - an action that has a plurality of either actor, action, or object and indicates ability, possibility or pure accident at the same time.

## CEBUANO GRAMMAR NOTES

Neutral-progressive-distributive - an action that is either momentary or durative but has always a plural object or action.

Neutral-reciprocal -an action that indicates an interchange of two actors and is immediately completed.

Progressive-reciprocal - a durative action between two or more actors.

The causative aspect indicates an action that has always a causative actor, or the originator or cause of the action, and a caused actor, or the real actor or agent of the action. The causative actor causes the caused actor to do something. The causative aspect affixes are a combination of the non-causative and the causative affix /pa-/.

Neutral-causative - an action that lasts only momentarily or is immediately completed but is caused by someone/something.

Progressive-causative - an action that takes place over a longer period of time and is caused by someone/something.

Aptative-causative - an action that indicates ability, possibility, or pure accident and is caused by someone/something.

Thus verbs may consist of a base alone, or a base and one or more affixes. The base supplies the denotative meaning, and the affix selects the particular type of grammatical function the verb has in relation to the other parts of the sentence.

We may speak of various classes of verbs in order to keep them all straight. Each class will have its own peculiarities as to focus, mood, and aspect.

Since the verb is so basic to the Cebuano verbal sentences (it is really the center or core), we can refer to verbal sentences as actor focus constructions, goal focus constructions etc. A discussion of verb classes related to these constructions brings out the details of the Cebuano verb as it functions in relation to its complements.

For example, the (mu-)class has various forms: musulat 'to write', mubasa 'to read', musakay 'to ride'.



## VERBAL SENTENCES

Focus: The (mu-)class is used in the Actor Focus Construction, i.e. the [ang/si]-phrase is the actor or performer of the action.

Examples:

Musulat <u>si Pedro</u> .	'Pedro writes.'
Mubasa <u>ang bata</u> .	'The child reads.'
Musakay <u>ang maestra</u> .	'The teacher rides.'

Mood: A. Factual Form: (ni-) as in nibasa 'read', nisulat 'wrote', nisakay 'rode'.

This form describes actions that have taken place or those taking place at the time the speaker is speaking.

B. Non-factual Form: (mu-)

This form describes future action, and habitual action.

Aspect: Neutral

The neutral aspect in Actor Focus Construction is marked by (mu-) which implies punctiliar action.

The following is a summary of some of the affixes which occur in verbs. There are many, but these are considered basic for the learner of Cebuano.

### Actor Focus Construction

- |           |                     |        |
|-----------|---------------------|--------|
| 1. (mu-)  | Aspect: Neutral     |        |
|           | Mood: Factual       | (ni-)  |
|           | Non-Factual         | (mu-)  |
|           | Afactual            | V base |
| 2. (mag-) | Aspect: Progressive |        |
|           | Mood: Factual       | (nag-) |
|           | Non-Factual         | (mag-) |
|           | Afactual            | (pag-) |
| 3. (ma-)  | Aspect: Neutral     |        |

## CEBUANO GRAMMAR NOTES

	Mood:	Factual	(na-)
		Non-Factual	(ma-)
		Afactual	(ka-)
4. (maN-)	Aspect:	Distributive	
	Mood:	Factual	(naN-)
		Non-Factual	(maN-)
		Afactual	(paN-)
5. (manga-)	Aspect:	Distributive	
	Mood:	Factual	(nanga-)
		Non-Factual	(manga-)
		Afactual	(panga-)
6. (maka-)	Aspect:	Aptative	
	Mood:	Factual	(naka-)
		Non-Factual	(maka-)
7. (magpa-)	Aspect:	Progressive Causative	
	Mood:	Factual	(nagpa-)
		Non-Factual	(magpa-)
		Afactual	(pagpa-)

### Goal Focus Construction

1. (-on)	Aspect:	Neutral	
	Mood:	Factual	(gi-)
		Non-Factual	(-on/-hon)
		Afactual	(-a/-ha)
			(i-)
			(-i/-hi)
2. (paN- -on)	Aspect:	Distributive	
	Mood:	Factual	(gipaN-)
		Non-Factual	(paN- -on/-hon)
		Afactual	(paN- -a/-ha)
3. (ma-)	Aspect:	Aptative	
	Mood:	Factual	(na-)
		Non-Factual	(ma-)
		Afactual	[none]
a. (ma- -an)	Mood:	Factual	(na- -an/-han)
		Non-Factual	(ma- -an/-han)

## VERBAL SENTENCES

		Afactual	(ma- -i/-hi)
4. (ipa-)	Aspect:	Causative (Goal <sup>1</sup> Receiver)	
	Mood:	Factual	(gipa-)
		Non-Factual	(ipa-)
		Afactual	(ipa-)
a. (pa- -an)	Mood:	Factual	(gipa- -an/-han)
		Non-Factual	(pa- -an/-han)
		Afactual	(pa- -i/-hi)
5. (pa- -on)	Aspect:	Causative (Goal <sup>2</sup> Agent)	
	Mood:	Factual	(gipa-)
		Non-Factual	(pa- -on/-hon)
		Afactual	(pa- -a/-ha)

### Benefactive Focus Construction

1. (-an)	Aspect:	Neutral	
	Mood:	Factual	(gi- -an/-han)
		Non-Factual	(-an/-han)
		Afactual	(-i/-hi)
			(i-)
2. (paN- -an)	Aspect:	Distributive	
	Mood:	Factual	(gipaN- -an/-han)
		Non-Factual	(paN- -an/-han)
		Afactual	(paN- -i/-hi)
3. (ma- -an/-i)	Aspect:	Aptative	
	Mood:	Factual	(na- -an/-han)
		Non-Factual	(ma- -an/-han/-i/-hi)
		Afactual	(ma- -i/-hi)
4. (pa- -an)	Aspect:	Causative	
	Mood:	Factual	(gipa- -an/-han)
		Non-Factual	(pa- -an/-han)
		Afactual	(pa- -i/-hi)

### Locative Focus Construction

1. (-an)	Aspect:	Neutral	
	Mood:	Factual	(gi- -an/-han)

## CEBUANO GRAMMAR NOTES

		Non-Factual	(-an/-han)
		Afactual	(-i/-hi)
2. (ma--an)	Aspect:	Aptative	
	Mood:	Factual	(na- -an/-han)
		Non-Factual	(ma- -an/-han)
		Afactual	(ma- -an/-han)

### Instrumental Focus Construction

1. (i-)	Aspect:	Neutral	
	Mood:	Factual	(gi-)
		Non-Factual	(i-)
		Afactual	(i-)
2. (ipa-)	Aspect:	Causative	
	Mood:	Factual	(gipa-)
		Non-Factual	(ipa-)
		Afactual	(ipa-)

Another way to present these affixes is in chart form so that they can be seen in a larger paradigm. Note the following.

### Verbal Affixes Indicating Focus, Mood and Aspect

Focus		Actor	Goal	Benefactive	Locative	Instrumental
Aspect	Mood					
Neutral	NF F A	mu- ni- ka-/ø(v base)	-on, i-; -an gi-; gi-...-an -a, -i, i-	-an, i- gi-...-an -i, i-	-an gi-...-an -i	i- gi- i-
Progressive	NF F A	mag- nag- pag-	paga-...-on gina- pag-...-a	pago-...-an gina-...-an pag-...-i	→	ipag-; iga gipag-; gina ipag-
Aptative	NF F A	maka- naka- (none)	ma-; ma...-an na-; na...-an (none)	ma-...-an na-...-an ma-...-i	→	ika- gika- ika

## VERBAL SENTENCES

Focus		Actor	Goal	Benefactive	Locative	Instrumental
Neutral- Progressive	NF	ma-	(none)	(none)		(none)
	F	na-	(none)	(none)	→	(none)
	A	ø/pag-/ka-	(none)	(none)		(none)
Progressive- Distributive	NF	maN-	paN-...-on	paN-...-an		ipaN-
	F	naN-	gipaN-	gipaN-...-an	→	gipaN-
	A	paN-	paN-...-a	paN-...-i		ipaN-
Aptative- Distributive	NF	makapaN-	mapaN-	mapaN-...-an		ikapaN-
	F	nakapaN-	napaN-	gipaN-...-an	→	gikapaN-
	A	(none)	(none)	(none)		ikapaN-
Neutral- Progressive- Distributive	NF	manga-	(none)	manga-...-an		(none)
	F	nanga-	(none)	nanga-...-an	→	(none)
	A	panga-	(none)	nanga-...-i		(none)
Neutral- Reciprocal	NF	makig-	(none)	(none)		(none)
	F	nakig-	(none)	(none)	→	(none)
	A	(none)	(none)	(none)		(none)
Progressive- Reciprocal	NF	mag-...-anay	(none)	(none)		(none)
	F	nag-...-anay	(none)	(none)	→	(none)
	A	pag-...-anay	(none)	(none)		(none)
Neutral- Causative	NF	mupa-	pa-...-an,	pa-...-an		ipa-
	F	nipa-	pa-...-on,	gipa-...-an	→	gipa-
	A	pa-	ipa- gipa- pa-...-a, pa-...-i, ipa-	pa-...-i		ipa-
Progressive- Causative	NF	magpa-	pagpa-...-on	pagpa-...-an		ipagpa-
	F	nagpa	gipagpa-	gipagpa-...-an	→	gipagpa-
	A	pagpa-	pagpa-...-a	pagpa-...-i		pagpa-
Aptative- Causative	NF	makapa-	mapa-	mapa-...-an		ikapa-
	F	nakapa-	napa-	napa-...-an	→	gikapa-
	A	(none)	(none)	mapa-...-i		ikapa-

*NF: Non-factual*

*F: Factual*

*A: Afactual*

There are two other types of verbs that should be mentioned here: (1) what we have called pseudo-verbs, and (2) stative verbs.

## CEBUANO GRAMMAR NOTES

The term pseudo-verb is used because in certain ways three special forms behave like verbs. For example, note the following with gusto 'want':

Gusto ko siya.	'I like her.'
Gusto ko ug serbesa.	'I want a beer.'

In other ways such verbs function as auxiliaries to a main verb in the non-factual mood, thereby reducing the full impact as a verb. Note the following:

Gusto kong muadto sa sine.	'I want to go to the movies.'
Gusto siyang mulakaw karon.	'He'd like to go now.'

Further, none of these words can be inflected like regular verbs.

Sentence patterns in which gusto occurs follow.

<u>Pseudo-V</u>	<u>Noun/Pronoun</u>	<u>Verb</u>	<u>N (place)</u>	<u>Time</u>
Gusto	<u>ako</u> -class 1st set [ang/si]- + [nga] phrases	muadto mubisita mukaon mulakaw	sa Cebu sa Manila sa kwarto	ugma. unya. sunod adlaw. sa Lunes.

I want to go to Cebu tomorrow.  
I want to visit Manila later.  
I want to eat in the room the next day.  
I want to walk on Monday.

<u>Pseudo-V</u>	<u>Noun/Pronoun</u>	<u>Verb</u>	<u>N (direct object)</u>
Gusto	<u>ako</u> -class 1st set [ang/si]- +[ nga] phrases	mupalit mubaligya	ug libro. ug sapatos. ug panapton.

I want to buy the book.  
I want to sell the shoes.  
I want to sell the merchandise.

<u>Pseudo-V</u>	<u>Noun/Pron</u>	<u>N (dir. obj.)</u>
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## VERBAL SENTENCES

Gusto	<u>ako</u> -class 1st set [ang/si]- phrases	ug libro. mansanas. lapis. sorbetes.
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I want the book.  
I want the apples.  
I want the pencil.  
I want the ice-cream.

The other pseudo verbs are kinahanglan and mahimo. The first means 'must, have to, need to, it is necessary to', the second means 'can, able to, possible'.

Kinahanglan is similar in function to gusto. When followed by a (mu-) class verb, the time expressed is 'begin to do ...'; and when followed by a (mag-) verb, the action span is relatively longer, expressing 'beginning to do ...'

The following is a summary of the sentence patterns in which kinahanglan may function.

1.	<u>Pseudo-Verb</u>	<u>Verb</u>	<u>Noun/Pron</u>	<u>Noun (place)</u>
	Kinahanglan+g must	muadto go	<u>ako</u> -class 1st set [ang/si]- phrases	sa merkado. market.
a.	<u>Pseudo-Verb</u>	<u>Verb</u>	<u>Noun/Pron</u>	<u>N (dir. obj.)</u>
	Kinahanglan+g must	mukanta sing	<u>ako</u> -class 1st set [ang/si]- phrases	ug kanta. song.
b.	<u>Pseudo-Verb</u>	<u>Verb</u>	<u>Noun/Pron</u>	<u>Adverb</u>
	Kinahanglan+g must	mukaon eat	<u>ako</u> -class 1st set [ang/si]- phrases	ug maayo. well. ug kadiyut. a little. ug paspas. rapidly.

## CEBUANO GRAMMAR NOTES

2.	<u>Pseudo-Verb</u>	<u>Noun/Pron</u>	<u>Noun</u>
	Kinahanglan need	<u>nako</u> -class 3rd set [ni/sa]- phrases	ang bolpen. ball point pen. lapis. pencil. libro. book.

This pattern is in the Goal-Focus Construction, i.e. the direct object is the topic of the sentence.

Compare pattern (2) with pattern (3) which is in the Actor-Focus Construction.

3.	<u>Pseudo-Verb</u>	<u>Noun/Pron</u>	<u>N (dir. obj.)</u>
	Kinahanglan	<u>ako</u> -class 1st set [ang/si]- phrases	ug bolpen. lapis. libro.

Like the other two pseudo-verbs, gusto and kinahanglan, mahimo co-occurs with the Non-Factual form of the verb, e.g.

Mahimo bang mubasa ako ug libro?  
 'Is it possible for me to read the book?'  
 Mahimong magluto si Clara sa kusina.  
 'Can Clara cook in the kitchen?'  
 Mahimo bang tun-an nimo ang leksyon?  
 'Can you study the lesson?'  
 Mahimo bang basahon nako ang nobela?  
 'Can I read the novel?'

The stative verbs express a state of being, e.g. health, an emotion, an attitude, impression, feeling and the like.

The Factual Mood of stative verbs is formed by the prefix (gi-) or the compound affix (gi--an/han) attached to a noun or adjective base, e.g.

<u>gigutom</u>	- <u>become</u> hungry
<u>gikapoy</u>	- <u>get</u> tired
<u>gisip-on</u>	- <u>have</u> a cold
<u>gitas-an</u>	- <u>impressed with</u> the height



## VERBAL SENTENCES

gimenosan - regard as less in stature, look down on  
gipaitan - find (it) bitter

The Negative of the (gi-) form is formed by using wala + the suffix (-a/ha) added to the base, e.g. gigutom - wala gutoma, gimalarya - wala malaruya 'to have/not have malaria'.

The negative equivalent of the compound affix is formed by wala + the suffix (-i/hi) added to the base, e.g. gitas-an - wala tas-i, qigwapohan - wala qwapohi 'to be/not be handsome'.

A summary of sentence patterns containing stative verbs follows:

- |    |   |   |  |
|----|---|---|--|
| 1. | <u>Verb</u>                               | <u>Noun/Pronoun</u>   | <u>N (Dir. Obj.)</u>   |
|    | Gigutom<br>Giayohan (fix, do)<br>Gitas-an | [ang/si]-phrase<br><u>ako</u> -class, 1st set<br><u>kini</u> -class, Dem. | sa leksyon (lesson).<br>sa bukid (mountain).                               |
| 2. | <u>Neg. Mkr.</u>                          | <u>Pronoun</u>  | <u>Verb</u>  |
|    | Wala                                      | <u>ako</u> -class, 1st set<br><u>kini</u> -class, Dem.                    | gutoma.<br>tas-i.  |
|    | <u>Neg. Mkr.</u>                          | <u>Verb</u>   | <u>Noun</u>  |
|    | Wala                                      | gutoma<br>ayohi<br>tas-i  | [ang]-phrase<br>[si]-phrase<br>sa Kohala.                                  |
| 3. | <u>Verb</u>                               | <u>Int. Mkr.</u>  | <u>N/Pronoun</u>   |
|    | Gigutom<br>Giayohan<br>Gitas-an           | ba  | [ang/si]-phrase?<br><u>ako</u> -class, 1st set<br><u>kini</u> -class, Dem. |
| 4. | <u>Neg. Mkr.</u>                          | <u>Int. Mkr.</u>  | <u>Pronoun</u>   |
|    | Wala                                      | ba  | <u>ako</u> -class, 1st set<br><u>kini</u> -class, Dem.                     |
|    | <u>Neg. Mkr.</u>                          | <u>Int. Mkr.</u>  | <u>Verb</u>  |
|    | Wala                                      | ba  | gutoma?<br>ayohi?<br>tas-i?  |
|    | <u>Neg. Mkr.</u>                          | <u>Int. Mkr.</u>  | <u>Verb</u>  |
|    | Wala                                      | ba  | gutoma?<br>ayohi?<br>tas-i?  |
|    | <u>Neg. Mkr.</u>                          | <u>Int. Mkr.</u>  | <u>Noun</u>  |
|    | Wala                                      | ba  | gutoma?<br>ayohi?<br>tas-i?  |

## CEBUANO GRAMMAR NOTES

Wala	ba	gutoma ayohi tas-i	[ang]-phrase? [si]-phrase
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### C. SUMMARY OF VERBAL SENTENCES ACCORDING TO FOCUS

C. Summary of Verbal Sentences According to Focus. The following summarizes some of the structures with the different focuses. Only a few of the possible structures are given here. Copious examples may be found in the text Cebuano For Beginners. Translations of some of the examples have not been made here. The student should practice using the dictionary for those he does not understand, or refer to the glossary in the lessons which cites the lesson where particular words may be found.

#### 1. Actor focus

(a) With (mu-) class:

<u>Verb</u>	<u>Noun/ Pronoun</u>	<u>N (Dir. Obj.)</u>	
Mupalit	[ang/ si]-phrase	-g regalo	para [kang]-phrase
buy		gift	[sa]-phrase
Nihatag	<u>ako</u> -class	sapatos	<u>kanako</u> -class
give	1st set	shoes	4th set

<u>Verb</u>	<u>Noun/ Pronoun</u>	<u>Noun (Place)</u>	
Mularga	[ang/ si]-phrase	para sa Honolulu.	
leave	<u>ako</u> -class	Davao. Manila.	
	1st set		

<u>Verb</u>	<u>Noun/ Pronoun</u>	<u>N/Pron (Accessory)</u>	<u>N (place)</u>
Muuban	[ang/ si]-phrase	[kang/sa]-phrase	sa Davao.

## VERBAL SENTENCES

accompany	<u>ako</u> -class 1st set	<u>kanako</u> -class 4th set	Jolo. Cebu.
<u>Verb</u>	<u>Pron/N:</u> ( <u>actor</u> )	<u>Place</u>	<u>Time</u>
Muadto	<u>ako</u> -class Pron.	sa sine	unya
go	si Ana	show sa dagat sea	later ugma tomorrow
Nibasa read	ang bata	sa libreriya library	gahapon this afternoon

Interrogative with (mu-) class:

<u>Predicate</u>	<u>Marker</u>	<u>Topic</u>	<u>Place</u>	<u>Time</u>
Muadto Niadto	ba	<u>ako</u> -class pronouns	sa sine	unya. ganina. (awhile ago)
Mutan-aw (go see) Nitan-aw		[ang/si]- phrases	sa sine	ugma. gahapon.

Negation with (mu-) class:

	<u>Marker</u>	<u>Verb</u>	( <u>Noun</u> )	<u>Place</u>	<u>Time</u>
Factual Mood	Dili	muadto mubasa	si Ana ang bata	sa sine libreriya	unya. ugma.
Non- factual Mood	Wala	muadto mubasa	si Petra ang maestra	sa sine libreriya	ganina. gahapon.
	<u>Neg.</u> <u>Marker</u>	( <u>Pron</u> )	<u>Pred.</u>	<u>Place</u>	<u>Time</u>
Factual	Dili	<u>ako</u> - class	muadto mubasa	sa sine libreriya	unya. ugma.
Non- factual	Wala	<u>ako</u> - class	muadto mubasa	sa sine libreriya	ganina. gahapon.

## CEBUANO GRAMMAR NOTES

(b) With (mag-) class: Note first the following summary of the (mag-) class.

Verb: (Mag-) class

Focus:	Actor	
Mood:	Factual	(nag-)
	Non-Factual	(mag-)
	Afactual	(pag-)

In general, the (mag-) class is used when the action referred to extends over a longer period of time, in contrast to the (mu-) class which refers to instantaneous actions.

The Non-Factual form (mag-) refers to future action, e.g.

Maghulat sila ug sasakyan.

Magprito si Maria ug manok unya.

When used to express a hortatory meaning, it implies that the action involved lasts longer than momentarily, e.g.

Magbasa kita ug libro.

Magtanom kita ug mais.

The Factual form (nag-) indicates past action, e.g.

Naghugas ako ug plato ganina.

Nagbuhat sila ug balay sa niaging tuig.

and progressive action, past or present, e.g.

Nagtudlo ako ug Cebuano sa Pepeekeo.

Nagtan-aw si Susana ug sine karon.

Summary: Sentence Pattern with (mag-) class

<u>Verb</u>	<u>Noun/Pron</u>	<u>N (dir. obj.)</u>	<u>Time</u>
Magluto	<u>ako</u> -class	ug pancit	unya.
Magpalit	1st set	adobo	ugma.
Nagluto	[ang/si]-	paksiw	ganina.
Nagpalit	phrase	torta	gahapon.

Hortatory Expression with (mag-) class

## VERBAL SENTENCES

<u>Verb</u>	<u>Pronoun</u>	<u>N (dir. obj.)</u>	<u>N (place)</u>
Magbasa Magtuon	kita	ug libro leksyon	sa libreriya. klase.

(c) Compound sentences with actor focus clauses:

Summary: Sentence Pattern

<u>Verb</u>	<u>Pronoun</u>	<u>Noun (place)</u>
Muadto Paingon	<u>ako</u> -class 1st set	sa balay ... kwarto

  

<u>Particle</u>	<u>Verb</u>	<u>Pronoun</u>	<u>N (obj)</u>	<u>Pron</u>
...	magkuha		sa libro	nako-
kay		ako-class		class
	mubasa	1st set	ug surat	3rd set

### 2. Goal focus with (-on) class

(a) The (-on) class may be summarized as follows:

Verb: (-on) class

Focus:	Goal
Mood:	Factual (gi-)
	Non-Factual (-on) or (i-)
	Afactual (-a ~ -ha)

The (-on) class is called a Goal Focus Verb because the direct object is the topic of the sentence. As such, it is marked by an ang/si-phrase and uses the ako-class, 1st set personal pronouns. The actor or doer of the action is marked by the agentive case markers ni/sa and is of the nako-class, 3rd set personal pronouns.

Compare the following:

	<u>Verb</u>	<u>N/Pron (Actor)</u>	<u>N/Pron (Dir. Obj.)</u>
Actor	Mutanom	si Manang Gorla	ug kamatis.
Focus	Magsakay	ang bata	sa eroplano.
	Mutawag	ako	kanimo.

# CEBUANO GRAMMAR NOTES

sa binatonan.  
kang Ruben.  
sa iya.

	<u>Verb</u>	<u>N/Pron (Actor)</u>	<u>N/Pron (Dir. Obj.)</u>
Goal	Gitanom	ni Manang Gorio	ang kamatis.
Focus	Sakyon	sa bata	ang eroplano.
	Gitawag	nako	ikaw. ang binatonan. si Ruben. siya.

(b) Typical examples of the structure of this focus follow:

	<u>Verb</u>	<u>N/Pron (Actor)</u>	<u>N (Dir. Obj.)</u>	<u>N/Pron (Recipient)</u>
Gihatag	[ni/sa]-phrase	ang libro	para [kang]-phrase	
		papel	[sa]-phrase	
Paliton	<u>nako</u> -class	regalo	<u>kanako</u> -class	
	3rd set		4th set	

or:

	<u>Verb</u>	<u>N/Pron (Actor)</u>	<u>N/Pron (Ind. Obj.)</u>	<u>N (Dir. Obj.)</u>
Gibasa	[ni/sa]-phrase	[kang/sa]-phrase		ang libro.
				sulat.
Basahon	<u>nako</u> -class	<u>kanako</u> -class		nobela.
	3rd set	4th set		

(c) In summary:

	<u>Verb</u>	<u>Noun/Pronoun (Actor)</u>	
(-on) class	[ni]-phrase		
	[sa]-phrase		
	<u>nako</u> -class		subs. by
	3rd set		<u>niini</u> -class ...
	[kang]-phrase		Dem Pron
		<u>Noun/Pronoun (Direct Object)</u>	

## VERBAL SENTENCES

	[ang]-phrase	subs. by
...	[sa]-phrase	<u>kini</u> -class
	ako-class	Dem Pron
	1st set	

### 3. Locative/benefactive focus

(a) A summary of the (-an) class construction is as follows:

Verb: (-an) class

Focus:	Locative/Benefactive	
Mood:	Factual	(gi- -an)
	Non-Factual	(-an)
	Afactual	(-i)/(i-)

1. It indicates a Locative Focus construction where the topic of the sentence is the place where the action occurs, e. g.

Giadtuan nako ang restawran.

'I went to the restaurant.'

Gihigdaan ni Pedro ang katre.

'Pedro lay down on the bed.'

Giadtoan ko si Pedro.

'I went to Pedro.'

2. It designates a Benefactive Focus construction when the recipient/beneficiary of an action is the topic, e.g.

Gisulatan sa mga estudyante ang maestra.

'The students wrote to the teacher.'

Gisultian nako ang akong amigo.

'I talked to my friend.'

#### (b) Locative Focus

<u>Verb</u>	<u>N/Pron (Actor)</u>	<u>Place N (Dir. Obj.)</u>
Giadtoan	[ni/sa]-phrase <u>nako</u> -class 3rd set	ang balay. merkado. simbahan.

or:

<u>Pronoun + Linker</u>	<u>Verb</u>	<u>Place N (Dir. Obj.)</u>
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## CEBUANO GRAMMAR NOTES

<u>ako</u> -class 2nd set + (-ng)	giadtoan	ang balay. merkado. simbahan.
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### (c) Benefactive Focus

<u>Verb</u>	<u>N/Pron (Actor)</u>	<u>N/Pron (Recipient)</u>
Gisultian	[ni/sa]-phrase	ang maestra. si Rosa.
Gisulatan	<u>nako</u> -class 3rd set	<u>ako</u> -class 1st set

or:

<u>Verb</u>	<u>N/Pron (Actor)</u>	<u>N/Pron (Recip.)</u>	<u>N (Dir. Obj.)</u>
Ihatag	[ni/sa]-phrase	[ang/si]-phrase	ug libro papel
Palitan	<u>nako</u> -class 3rd set	<u>ako</u> -class 1st set	regalo

### 4. Instrumental focus with i-

The instrumental focus is not used frequently. In this focus, the accessory to the action, i.e. that which is involved somehow in the action to help bring it about, or the instrument of the action becomes the topic of the sentence. The basic structure may be summarized as follows:

<u>Verb</u>	<u>N</u> (Instrument)	<u>N (Object)</u>	<u>N (Place)</u>	<u>(Time)</u>
(i-) + V <u>base</u>	<u>[ang]-phrase</u>	<u>[ug/</u> <u>sa]-phrase</u>	<u>[sa]-phrase</u>	
Isulat	ang lapis	sa leksyon	sa lamesa	karong gabii.

### 5. Sentence patterns with the afactual (imperative)

#### 1. Actor Focus

<u>Verb</u>	<u>Actor</u>	<u>N (Dir. Obj.)</u>	<u>N (Place)</u>	<u>(Time)</u>
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## VERBAL SENTENCES

a) Vbase		[ug]-phrase	[sa]-phrase	
b) (paN-)+ Vbase	ø	[sa]-phrase		
c) (ka-) + Vbase	_____	_____	_____	_____
Kaon		ug isda	sa kusina	ugma.
Pagluto				
Panguha			sa merkado	
Pamalit				
Katulog			sa banig	

### 2. Goal Focus

Verb	N/Pron (Dir. Obj)	N (Place)	(Time)
a) Vbase + (-a/-ha)	[ang]-phrase	[sa]-phrase	
b) Vbase + (-i)	[si]-phrase		
c) (i-) + Vbase	<u>ako</u> -class, 1st set		
d) <u>N/Adj.base+(-a/-ha)</u>	_____	_____	_____
Pangutan-a	ang lalake	sa sulod	unya.
Basaha	leksyon		
Paspasi			
Ihigda	si Pedro	sopa	
Gwapoha	siya		

### 3. Benefactive Focus

Verb	N/Pron (Beneficiary)	N (Dir. Obj)	N (Place)	(Time)
a) Vbase + (-i)	[ang]-phrase	[ug]-phrase		
b) (i-) + <u>Vbase</u>	<u>[si]-phrase</u>	<u>[sa]-phrase</u>	<u>[sa]-phrase</u>	_____
Tahii	ang tawo	ug karsones	sa kwarto	karon.
Iluto	si Pedro	sa manok	kusina	

### 4. Locative Focus

Verb	N (Place)	N (Dir. Obj.)	(Time)
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## CEBUANO GRAMMAR NOTES

<u>Vbase + (-i)</u>	<u>[ang]-phrase</u>	<u>[ug/sa]-phrase</u>	_____
Tamni	ang hardin	ug sampaguita	unya.

### 5. Instrumental Focus

Verb	N (Instrument)	N (Object)	N (Place)	(Time)
<u>(i-) + Vbase</u>	<u>[ang]-phrase</u>	<u>[ug/ sa]-phrase</u>	<u>[sa]-phrase</u>	_____
Isulat	ang lapis	sa leksyon	sa lamesa	karong gabii.

### 6. Patterns with the causative aspect

The causative aspect occurs with the various focuses.

1. In the Goal Focus<sup>1</sup> construction of the causative aspect, the topic of the sentence is the object or receiver of the action, which the causative actor caused the secondary agent to perform.

	causative <u>actor</u>	secondary <u>agent</u>	(goal) <u>receiver</u>
(a) Ipahulog	namo	kaninyo	ang sulat.

‘We will have you mail the letter.’

	causative <u>actor</u>	secondary <u>agent</u>	(goal) <u>receiver</u>
(b) Gipalista	ni Jose	sa maestra	ang bata.

‘Jose had the teacher register the child.’

2. In the Goal Focus<sup>2</sup> construction, the topic of the sentence is the secondary agent who is the goal of the causing action by the causative actor. Hence, although he is the goal, he also functions as the (secondary) agent, that is, the doer of the major action denoted by the verb base.

## VERBAL SENTENCES

	causative <u>actor</u>	(goal) <u>agent</u>	direct <u>object</u>
(a) Paayohon	nila	si Paterno	sa makinilya.

‘They will have Paterno repair the typewriter.’

	(goal) <u>agent</u>	causative <u>actor</u>	beneficiary _____	(goal) <u>receiver</u>
(b) Gipahatag	kita	ni Nena	sa mga pobre	ug kwarta.

‘Nena made us give money to the poor.’

3. In the Instrumental Focus construction, the topic of the sentence is the article or instrument with which the action (that the causative actor caused the secondary agent to perform) is executed.

	causative <u>actor</u>	secondary <u>agent</u>	instrument _____
(a) Ipabayad	nato	kanila	ang tseke.

‘We will have them pay by check.’

	causative <u>actor</u>	secondary <u>agent</u>	instrument _____
(b) Gipaputol	ni Ramon	sa tawo	ang iyang kutsilyo.

‘Ramon had the man cut with his knife.’

4. In the Actor Focus construction, the topic of the sentence is the causing actor or the originating agent.

	causative <u>actor</u>	secondary <u>agent</u>	goal _____
Magpahulog	kamo	kanamo	ug sulat.

‘You will have us mail the letter.’

## CEBUANO GRAMMAR NOTES

5. In the Benefactive Focus of the causative, the beneficiary of the caused action is the topic.

Pahulogan namo sila ug surat.

'We will have the letter mailed for them.'

6. The following patterns summarize the causative with the various focuses.

### (a) Actor Focus Construction

<u>Verb</u>	<u>Caus. Actor</u>	<u>Second. Agent</u>	<u>(Goal) Receiver</u>	<u>Time</u>
Magpa- + V base	[ang]-phrase [si]-phrase	[sa]-phrase [ni]-phrase	ug + Noun	unya.
Nagpa-	<u>ako</u> -class <u>kini</u> -class	<u>kanako</u> -class <u>niini</u> -class	<u>niini</u> -class	
Pagpa-	"	xx	"	"
Magpapalit	ang amahan	sa bata	ug selyo	unya.
Pagpapalit		sa bata	ug selyo	unya.

### (b) Goal<sup>1</sup> Focus Construction (Receiver of the Action)

<u>Verb</u>	<u>Caus. Actor</u>	<u>Second. Agent</u>	<u>(Goal) Receiver</u>	<u>Time</u>
Ipa- + V base	[sa]-phrase [ni]-phrase	[ni/kang]- phrase	[ang]-phrase [si]-phrase	unya.
Gipa-	<u>nako</u> -class	[sa]-phrase	<u>ako</u> -class	
Pa-(V base)	<u>niini</u> -class	<u>kanako</u> -class	<u>kini</u> -class	
-an/-han		<u>niini</u> -class		
Pa-(V base) -i/hi	xx	"	"	"
Ipahulog	namo	kaninyo	ang surat	unya.
Pabayran	sa tag-iya	kang Jose	ang abang	unya.
Patupihi		niini	si Jose	unya.

### (c) Goal<sup>2</sup> Focus Construction (Secondary agent as goal of the causing action)

## VERBAL SENTENCES

<u>Verb</u>	<u>Caus.</u> <u>Actor</u>	<u>(Goal) Agent</u>	<u>(Goal)</u> <u>Receiver</u>	<u>Beneficiary</u>
Pa-(V base) -on/-hon	[ni]-phrase	[ang]-phrase	ug + Noun	[sa]-phrase
Gipa-+ V base	[sa]-phrase <u>nako</u> -class <u>niini</u> -class	[si]-phrase <u>ako</u> -class <u>kini</u> -class	<u>niini</u> -class	[kang/ni]- phrase
Pa-(V base) -a/-ha	xx	"	"	"
Gipahatag	ni Nena	ang mga dato	ug kwarta	sa mga pobre.
Pahataga		ang mga dato	ug kwarta	sa mga pobre.

NOTE: In a Goal<sup>2</sup> Focus Construction where the Goal Agent is a pronoun, its preferred position is directly after the verb, e.g.

Pahatagon sila ni Nena ug kwarta sa mga pobre.

### (d) Benefactive Focus Construction

<u>Verb</u>	<u>Caus.</u> <u>Actor</u>	<u>Beneficiary</u>	<u>(Goal)</u> <u>Receiver</u>	<u>Time</u>
Pa-(+ V base) -an/-han	[ni]-phrase	[ang]-phrase	ug + Noun	ugma.
Gipa-(+ V base) -an/-han	[sa]-phrase <u>nako</u> -class <u>niini</u> -class	[si]-phrase <u>ako</u> -class <u>kini</u> -class		
Pa-(+ V base)-i/-hi	xx	"	"	"
Padad-an	namo	sila	ug prutas	ugma.
Padad-i		sila	ug prutas	ugma.

### (e) Instrumental Focus Construction

# CEBUANO GRAMMAR NOTES

<u>Verb</u>	<u>Caus.</u> <u>Actor</u>	<u>Second.</u> <u>Agent</u>	<u>Instrument</u>	<u>(Goal)</u> <u>Receiver</u>
Ipa- + V base	[sa]-phrase [ni]-phrase	[ni/kang]- phrase	[ang]-phrase [si]-phrase	ug sa + Noun
Gipa-	<u>nako</u> -class <u>niini</u> -class	[sa]-phrase <u>kanako</u> -class <u>niini</u> -class	<u>kini</u> -class	<u>kanako</u> -class <u>niini</u> -class
Ipa-+ V base	xx	"	"	"
Ipaputol Ipabayad	ni Ramon	sa tawo kanila	ang kutsilyo ang tseke	ug karne. sa abang.